EXAMINING THE EFFECTIVENESS OF ENTREPRENEURIAL EDUCATION TYPES IN ENHANCING STUDENTS' ENTREPRENEURIAL INTENTION IN SOUTHWESTERN NIGERIA

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ABSTRACT

Entrepreneurship has been acknowledged to be among the viable ways to economic sustainability via youths' engagements. In view of the potential benefits of entrepreneurship, several governments and agencies embark on entrepreneurial campaign. One of the major channels used is through entrepreneurial education. The reason for using this channel is, it is believed that through education, the intention of students towards entrepreneurship will be enhanced. However, ever since the adoption and implementation of entrepreneurial education curriculum in Nigeria as far back as early year 2000, lesser entrepreneurial activities are witnessed. This implies that there is less intention towards entrepreneurship among the students. Thus, the major objective of this research is to examine the effectiveness of entrepreneurial education in influencing students' entrepreneurial intention in Nigeria. To achieve this, multistage sampling was adopted to classify Nigerian higher educations into clusters. At the end, a predesigned questionnaire was distributed undergraduate students who registered for entrepreneurial education twice. At the first stage, a simple random sample was used in selecting 532 students from the six federal universities located in the southwestern region in Nigeria. However, a total of 526 was valid for the data analysis. The Statistical Package for Social Science (SPSS) version 23 was used in analyzing the collected data. The analysis conducted includes, missing values, missing data, normality, Pairwise Sample-T test, Regression Analysis, ANOVA and Correlation analysis. The result presents that entrepreneurial education has a significant relationship with students' entrepreneurial intention. Also, it was observed that the entrepreneurial education offered in Nigeria has an insignificant negative effect (comparing students' entrepreneurial intention after and before exposure to entrepreneurial education). in addition, the findings reveal different effect of entrepreneurial education types on students' entrepreneurial intention.

Keywords: Entrepreneurial Education, Entrepreneurial Intention, Government Support, Universal Entrepreneurial Education Curriculum**.**

ABSTRAK

Keusahawanan telah diakui sebagai antara cara yang berdaya maju untuk kelestarian ekonomi menerusi penglibatan belia. Memandangkan potensi keusahawanan, beberapa kerajaan dan agensi memulakan kempen keusahawanan. Salah satu saluran utama yang digunakan adalah melalui pendidikan keusahawanan. Alasan untuk menggunakan saluran ini adalah, dipercayai bahawa melalui pendidikan, niat pelajar ke arah keusahawanan akan dipertingkatkan. Walau bagaimanapun, sejak pengangkatan dan pelaksanaan kurikulum pendidikan keusahawanan di Nigeria sejak awal tahun 2000, kegiatan keusahawanan yang lebih rendah disaksikan. Ini menunjukkan bahawa terdapat kurang keinginan untuk keusahawanan di kalangan pelajar. Oleh itu, matlamat utama penyelidikan ini adalah untuk mengkaji keberkesanan pendidikan keusahawanan dalam mempengaruhi niat keusahawanan pelajar di Nigeria. Untuk mencapai ini, pensampelan berganda digunakan untuk mengklasifikasikan pendidikan tinggi Nigeria ke dalam kelompok. Pada akhirnya, soal selidik yang telah dirancang adalah pelajar sarjana muda yang berdaftar untuk pendidikan keusahawanan dua kali. Pada peringkat pertama, sampel rawak mudah digunakan untuk memilih 532 pelajar dari enam universiti persekutuan yang terletak di rantau barat daya di Nigeria. Walau bagaimanapun, sejumlah 526 adalah sah untuk analisis data. Pakej Statistik untuk Sains Sosial (SPSS) versi 23 digunakan dalam menganalisis data yang dikumpulkan. Analisis yang dijalankan termasuk, nilai-nilai yang hilang, data yang hilang, normality, ujian Sampel-T pasangan, Analisis regresi, analisis ANOVA dan korelasi. Hasilnya menunjukkan bahawa pendidikan keusahawanan mempunyai hubungan yang signifikan dengan niat keusahawanan pelajar. Selain itu, diperhatikan bahawa pendidikan keusahawanan yang ditawarkan di Nigeria mempunyai kesan negatif yang tidak penting (membandingkan niat keusahawanan pelajar selepas dan sebelum pendedahan kepada pendidikan keusahawanan). Di samping itu, hasil kajian menunjukkan kesan berlainan jenis pendidikan keusahawanan terhadap niat keusahawanan pelajar.

Kata Kunci: Pendidikan Keusahawanan, Niaga Keusahawanan, Campur tangan Kerajaan, Sokongan Kerajaan, Kurikulum Pendidikan Keusahawanan Universal.

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LIST OF ABBREVIATIONS

ATT	Attitude
CBN	Central Bank of Nigeria
EE	Entrepreneurial Education
EI	Entrepreneurial Intention
FEE	Formal Entrepreneurial Education
FGN	Federal Government of Nigeria
GI	Government Intervention
GS	Government Support
IFE	Informal Entrepreneurial Education
MCAR	Missing Completely at Random
MVA	Missing Value Analysis
NBS	Nigeria Bureau of Statistics
NDE	National Directorate of Employment
NFE	Non-Formal Entrepreneurial Education
NYSC	National Youth Service Crops
PBC	Perceived Behavioral Control
SBJ	Subjective Norm
UE	Unified Entrepreneurial Education Curriculum
UK	United Kingdom
UN	United Nation
USA	United States of America
YEDP	Youth Entrepreneurship Development Program

CHAPTER ONE

INTRODUCTION

1.1 Introduction

Entrepreneurship through entrepreneurial activities over the past few decades had become an important agenda among governments, scholars and practitioner. Even the communist countries, such as Romania and China, recognize its importance and come out with entrepreneurial programs to lead the country's economic development (Akhter & Sumi, 2014; Constantinescu, 2015; Kuratko, Hodgetts & Kuratko, 1998; Madhok & Keyhani, 2012). Several approaches have been proposed and adopted for the development of entrepreneurship and entrepreneurial programs worldwide, so that the concept of innovation and creativity remains relevant (World Bank, 2015).

Central to the success of the entrepreneurial activities is the person who becomes an entrepreneur. Those who have established businesses are always entrepreneurial (Andersson, Braunerhjelm, & Thulin, 2012; Burns, 2016). However, much more needs to be nurtured, their entrepreneurial behaviors and entrepreneurial intention require attention. This is important as Anderson et al. (2012) and Krueger, Reilly and Carsrud (2000) suggest that for the younger generation, their intentions to become entrepreneurs is an important starting point for nurturing the new entrepreneurs in most countries. This important point is also highlighted and supported by many scholars such as Delgado, Porter and Stern (2010), Samila and Sorenson. (2017) and Qian, Haynes and Riggle (2011).

Studies on entrepreneurial intention have focused more on students through which entrepreneurial education is one of the viable channels for transferring entrepreneurial knowledge and most importantly, entrepreneurial startup skills and human capital (Acs, Szerb & Autio., 2016; Sanni, Udoh, & Benjamin, 2015). Students are a large pool of potential guided and knowledgeable potential entrepreneurs (Bergmann, Hundt & Sternberg, 2013) and the focus seems very realistic. Unstable economy and high unemployment rate have forced people to seek alternatives to white collar job. Thus, as job availability becomes less, becoming entrepreneurs is one of the available options to escape poverty and unemployment (Economist, 2016).

According to earlier scholars, people engage in entrepreneurship because of necessity and or opportunity found in engaging in such activities (Brewer & Gibson, 2014; Cheung, 2014). Starting with necessity entrepreneurship, Chung (2014) concludes that this type of entrepreneurship occurs when economic is in paucity and the only means of escaping poverty and or unemployment is engaging in entrepreneurship especially among citizens of developing countries. Meanwhile, Sahasranamam and Sud (2016) argue that necessity entrepreneurship does not only occurs among people who are in danger of unemployed or to escaped poverty, they argue that Indian and Chinese employees engaged in entrepreneurship based on necessity even though they have job securities.

On the account of Giacomin, Janssen, Guyot and Lohest (2011), all job seekers are classified to necessity entrepreneurship while those in family business are said to enjoy

both opportunity and necessity entrepreneurship. In summary, Giacomin et al. (2011) argues that all firms created by job seekers were done as a result of necessity. With this view, one can easily argue that entrepreneurship in Nigeria is necessity entrepreneurship because most people view it as a means of escaping poverty and unemployment.

According to Bergmann, Hundt and Sternberg (2013) and Judge and Douglas (2013), those who become entrepreneurs as a result of their intention and planning seem to have a clear direction and have the potential to become more satisfied and committed. Thus, ensuring the students to have the intention to become entrepreneurs upon graduation is crucial in addressing the economic situation and to support the government plans and programs.

Ever since the introduction of the entrepreneurial program, institutions offering entrepreneurial education across the globe have increased tremendously (Acs et al., 2016). However, the percentages of students having the intention to become entrepreneurs after exposure to entrepreneurial education are not as expected (Lorz, 2011, Oosterbeek, Van Praag, & Ijsselstein 2010; Maresch, Harms, Kailer & Wimmer-Wurm, 2016; Von Graevenitz, Harhoff, & Weber, 2010). This indicates a missing significant and a highly reliable link between entrepreneurial education and the intention of becoming entrepreneurs among students (Olorundare & Kayode, 2014). Many researchers highlight the ineffective education system, whilst some try to explain such phenomena. Examples of such studies are Bilić, Prka and Vidović (2011), Lorz (2011), Maina (2011), St-Jean and Mathieu (2015).

From the education perspective, du Bois-Reymond (2003) suggest education be distinguished into three types, which are the formal, informal and non-formal education. The combination of these education types indicates a complete education while absence of one of these types render other education types less effective (Dib, 1998; Kevin, 1990; Moldovan & Bocos-Bintintan, 2015). In light of this, the researchers considered the need to examine entrepreneurial education based on education types, that is, the formal, informal and non-formal entrepreneurial education so that better explanation can be offered and a better relationship concerning entrepreneurial education and entrepreneurial intention can also be established. This triggers the researcher to find the underlying significant relationships, perhaps, reasons and explanations between the complete education types available (the formal, informal and non-formal education) and the entrepreneurial intention of the students at the higher institutions.

1.2 Background of the Study

Over the years, especially around the year 2000 till date, entrepreneurial education has taken different approaches in ensuring the effectiveness of the entrepreneurial education system (Gibb & Price, 2014). These different approaches are taken to ensure the effectiveness and efficiencies of the outcomes of entrepreneurial education in achieving its argued importance (Fayolle, 2007). Over time, continuous arguments had arisen among scholars pertaining to the contribution of entrepreneurial education towards influencing students to become entrepreneurs. For instance, the contradict outcomes, the studies of Adelaja (2015), Lourenço, Jones and Jayawarna (2015) and Elmuti, Khoury and Omran (2012) conclude positive influence of entrepreneurial education on intention

to become entrepreneurs among students. While the conclusions from studies such as St-Jean and Mathieu (2015), Bilić, et al. (2011) and Lorz (2011) argued entrepreneurial education has no significant relationship with the intention of students to become entrepreneurs.

Efforts to clarify these arguments by scholars lead to the categorization of education into three major types, namely formal education, non-formal education and informal education (du Bois-Reymond, 2003; Moldovan & Bocos-Bintintan, 2015; Malcom, Hodkinson & Colley, 2003). From the opinion of these authors, these types of education are distinct but interrelated. Thus, further argument on this was that exposing students to only formal education alone is not possible as the students are indirectly exposed to the informal and non-formal education whilst receiving the formal education. All are coming at the same time as students equip themselves with the required cognitive skills, knowledge and experience to cope and succeed in today's fluid economy (St-Jean & Mathieu, 2015; Stahl, 2015; Bilić et al., 2011). Conversely, Stahl (2015) and Olorundare and Kayode (2014) were of the notion that the cognitive and practical knowledge needed to survive in today's fluid economy are lacking as a result of missing link between the education cognition and the knowledge needed in the society.

More so, the effects of globalization and the development of information technology have made the world becomes 'smaller' place. Globalization has affected virtually on every industry in any given economy (technological advancement, world politics,

migration and business transaction). According to Othman, Othman and Ismail (2012), it also has affected the education industry (the general education as well as the specialized education). The entrepreneurial education, as the specialized education, had been greatly influenced in terms of curriculum, learning and teaching. The key concerns include the content consistency, the industry demands and the requirement of relevancy in today ever-changing society (Esmi, Marzoughi & Torkzadeh, 2015; Gibb & Price, 2014).

Further evidence is the adoption of entrepreneurial education by higher educational institutions across the globe (Acs et al., 2016). Evidence from the statistics given by Acs et al. (2016), presents that the percentages of higher education institutions offering entrepreneurial education (either as a major field of study or minor course) are on the rise. The entrepreneurial education is offered as a program instead of as subjects as in the previous education curriculum worldwide (Arasti, Falavarjani and Imanipour, 2012).

According to Efe (2014), Owusu-Ansah and Poku (2012), the introduction of entrepreneurial education at the higher institutions aims at reducing the graduate unemployment around the world and it is gaining more momentum in today's globalized world. The issue of unemployment is a global concern that governments of sovereign states are finding means to curtail either individually or collectively among countries in the same territorial regions. According to a report by Mazzarol (2014), entrepreneurship and innovation, as one entity, was said to be a strategy that was put in place to stabilize the economic since 1970s.

However, it is in recent times, governments through different agencies around the globe acknowledge the importance of entrepreneurship and entrepreneurial activities, thus, investing huge amounts in entrepreneurial propagation through which entrepreneurial education is one of the channels used in awareness creation (Arasti et al., 2012; UN, 2014). From the report by UN (2014), huge investment was made by South African government to create awareness and design programs that suit the needs of the populace especially youths.

On a similar account, the Nigerian government through the ministry of education and other educational agencies adopts entrepreneurship education into the tertiary education curriculum (Onuma, 2016). As of today, in Nigeria, entrepreneurial education had been made a compulsory course that student need to pass before being awarded an educational certificate (Onuma, 2016; Olorundre & Kayode, 2014). The sole reason for the adoption and making compulsory entrepreneurial education in Nigeria is to motivate students to have the intention to be self-employed upon graduation.

With this, it was hoped by the end of the year 2015 that the unemployment in the country, especially among graduates would have been reduced to its barest minimum (Amuda, 2013; Awogbenle, & Iwuamadi, 2010; Ogundele, Akingbade & Akinlabi, 2012). Conversely, the unemployment statistics data published by the Nigeria Bureau of Statistics (2016) for the year 2015 and the first quarter of the year 2016 show that the graduate unemployment rate in the country is increasing. As a result, some scholars

question the effectiveness of entrepreneurial education in reducing the unemployment rate among youth in Nigeria (Economist, 2016; Stahl, 2015).

Before, the Nigeria economy solely depends on the petroleum product which is in its declining stage due to its falling price rather than focusing on education that has been one of the earliest social services in the country. Education in Nigeria is at the pivot of national development because the tertiary institutions play a principal role in creating, innovating and sustainable environment (Akinyemi & Bassey, 2012). Due to the amalgamation of Nigerian states in 1914 till date, the Nigerian education system had experienced several changes. For example, shortly after the Nigerian independence Nigerian government changed the system of education to fit into the Nigerian economy (Akinyemi & Bassey, 2012). This indicates the priority given by the government on the education in Nigeria.

At the higher level, education in Nigeria is jointly operated majorly by 2 levels of governments, namely: Federal and State governments. Meanwhile, at the basic and middle level, prior the independence, the Christian and Islamic missionaries have invested heavily by providing a sound education to Nigerian populace. However, shortly after independence, Nigerian government took charge of the administration of various missionary schools, turning them to government schools. Ever since then, the effectiveness of the Nigerian education system can be questioned (Akinyemi & Bassey, 2012; Hodges, 2001; Griswold, 2000).

As of 2013, there are 430 tertiary institutions running across the country. These include, 40 federal controlled or public universities, 38 state run universities, 50 private universities, 128 and 117 polytechnics and mono-technics, as well as 57 innovation and enterprise institutions (Adesulu, 2014). It was also reported that one of the major issues being faced by the Nigerian education system is a shortage of infrastructure to cater for the growing numbers of Nigerian students and the outdated syllabus being used by the education institutions (Adesulu, 2014).

Many years after the adoption of entrepreneurial education as a mechanism to reduce the unemployment rate among graduates, the unemployment rate keeps soaring (Economist, 2016). This leads to the investigation of effectiveness of entrepreneurial education (Economist, 2016). Stahl (2015) reveals that allotting more focus on formal entrepreneurial education might not be enough for the students to have the intention to become entrepreneurs or self-employed. Lorz (2011) argued that shortly after graduation, even those students with higher intention to become entrepreneurs during the time of study at higher educational institutions tend to deviate from being entrepreneurs shortly after graduation. Concerning this, the suggestions of Shukur, Adelaja and Minai (2018), Amos, Oluseye and Bosede (2015) and Md-Yassin, Mahmood and Jaafar (2011) of exposing students to a blended education, that is, the "three types of education" and industrial mix will enhance their intention to become entrepreneurs.

The blended education is revealed as an effective way of educating and inspiring students (Linan, 2004; Werquin, 2010). Similarly, the effectiveness of blended learning

is evident in entrepreneurial education (Constantinescu, 2015). Constantinescu (2015) mentioned, youths in the EU zone benefitted largely and became more productive when the contemporary formal entrepreneurial education is blended with other entrepreneurial education forms. This indicates that the blended type of educations is very effective, thus, exposing students to a blended form of entrepreneurial education is a way forward. Equipping them with the needed practical knowledge, establishing student networks and encouraging them in fostering innovation towards self-employment are the actions required (UNCTAD, 2011).

More so, the adoption of blended entrepreneurial education was said to be the result of government intervention through policies directed towards sustaining entrepreneurship (UNCTAD, 2011). An example of such policies includes entrepreneurial education policy reformation through 'European Charter for Small Enterprise', which focuses on specific and general business syllabus regarding entrepreneurial courses at all higher education levels. This charter identifies the entrepreneur as one of the primary skills that an individual needs throughout his lifetime. For this reason, it is mandated in EU members' state to introduce into their academic curricula 'the managers' training'. It was concluded that so far, all higher educational level in Europe have benefited from it. The benefits enlisted by the European Charter for knowledge base economy that include social skills, technological culture, information and telecommunication, foreign languages and entrepreneurship.

The dynamism of global economy because of the pronounced globalization has brought about many education reformations, especially in the developed western world (Moldovan & Bocos-Bintintan, 2015). Evidences from the American and the EU education context, non–formal education had become part of the major education curriculum and these have been proven by scholars and non-academics to be a way that support formal education (Cucos, 2002; Etling, 1993; Malcolm et al., 2003; Moldovan & Bocos-Bintintan, 2015). In view of Du Bois-Reymond (2003), it is noted that non-formal education changes the way, what supposed to be included in education in a knowledge-based society, citing new forms of education (distance learning, workshops, individual curricular approaches) to supplement of classical formal education in the European zones. With the above arguments, the study regarding types of entrepreneurial education remain relevant

1.3 Problem Statement

The contribution of entrepreneurship as a source of economic stability through employment generation, poverty alleviation as well as reduction of social decay was recognized by governments, policy makers and economic stakeholders across the globe (Valerio, Parton & Robb, 2014; World Bank, 2015), especially in the developed world. According to earlier scholars and practitioners, the spread of entrepreneurship through entrepreneurial education has become rampant, thus, in the last few decades, many educational institutions have either introduced entrepreneurship as a course of study or field of specialization with the anticipation of reducing the high unemployment rate, joblessness and social disorder raving the society, especially among youths of which

majority of them are graduates (Finio, Sabadish & Shierholz, 2013; Kroeger, Cooke, & Gould, 2016).

This phenomenon is widely traced as scholars and practitioners, through investigations have suggested that with entrepreneurship education, students will possess the mindset and skills to participate in various entrepreneurial activities (Valerio et al., 2014), train individuals acquire cognitive and marketable skills (Cuzzocrea, 2015; The World Bank, 2015). A similar phenomenon was traced in Nigerian where the government through the ministry of education and the Nigerian Universities Commission (NUC) has adopted entrepreneurship education into higher education curriculum either as a course of study or as a field of specialization as far back as the year 2000 in a bid to reduce graduates' unemployment rate in the country (Premium Times, 2012; Omoankhanlen, 2010).

Despite the global acceptance of entrepreneurship activities, creating entrepreneurship awareness through academic institutions in the form of entrepreneurial education which the sole objective is to boost the intention of students towards self-employment by not relying on the available saturated jobs, the impact or effects of the entrepreneurship education were posited to be at the nearest minimum (The World Bank, 2015), is not an easy matter. Supporting this stance, a published report by World Employment and Social Outlook 'WESO" (2016) through the International Labor Organization (ILO) (2016) predicted that within the next two years, the unemployment rate in developing nation will increase, especially, countries that solely depend on crude oil due to the falling price of crude oil (Economist, 2016).

In addition, statistics reveal the percentage of youths unemployed globally is greater than the average unemployment in the total population (Davis et al, 2015; Kroeger et al, 2016). For example, the youths' (graduate) unemployment rate in the USA, is double compared to the total unemployment rate in the economy (Davies et al., 2015). Although these authors argued that the USA economy is improving, however, the aftermath of economic recession that hits the younger population, specifically the college graduate is more severe than anyone else in the US economy. With this, the widely-accepted phenomenon of reducing youths (graduates) unemployment rate with entrepreneurship through entrepreneurial and related education can therefore be subjected to scrutiny and calls for empirical investigation.

Before the adoption of entrepreneurial education in Nigeria, several programs designed to reduce unemployment had been implemented with less success than expected (Abimbola, et al., 201;, Mähler, 2010; Ucha, 2010). For examples, the National Youth Service Crops (NYSC) with the sole objective of exposing the fresh graduates to what is expected by the labor market and cultural integration for a period of twelve months (Okafor, 2011) and National Directorate of Employment (NDE), an empowerment scheme designed to train Nigerian youths, arts, crafts and other forms of marketable skills and Youth Entrepreneurship Development Program (YEDP) with the objectives of encouraging youths innovativeness and providing easy access to finance (Central Bank of Nigeria CBN, 2016).

Notwithstanding, little to none positive outcome were recorded (Ogundele, Akingbade & Akinlabi, 2012; Omoankhalen, 2010). Thus, by acknowledging the importance of entrepreneurship and entrepreneurial education as the effective tools in reducing unemployment, as argued by scholars and practitioners, entrepreneurial education was introduced into higher education syllabus. The anticipation is that by the end of the year 2015, unemployment in Nigeria, especially among graduate that was said to be one of the factors leading to social disorder such as theft, robbery, kidnapping among others will be reduced to the dearest minimum (Ogundele et al., 2012; Omoankhalen, 2010) was to be improved.

Moreover, Anyaehie and Areji (2015) believed the over dependence of the Nigerian economy on crude oil will be minimized and allows for economic diversification. This shows the important of entrepreneurial education. However, evidence from the arguments of Awogbenle and Iwuamadi (2010) and Ogundele, Akingbade and Akinlabi (2012) indicates that after graduation, students still queue for employment opportunities in various "over-saturated" public sectors, rather they will create jobs and generate employment opportunities for others. This shows that they are not ready to be self-employed. So, they must be better prepared to become entrepreneurs at the university level.

To reemphasized, instead of witnessing significant achievement of several measures put in place by the Nigerian government, studies argued that little to none achievement of these programs, especially at the non-university level are recorded (Abimbola, et al.,

2011; Stahl, 2015). This probably makes the Nigerian government to instruct for the entrepreneurial education as a compulsory subject at higher academic institutions. On the account of Economist (2016) and Stahl (2015), graduates' unemployment rate is on the rise because of students' lack of cognitive skills needed in the labor market, Mähler (2010) and Ucha (2010) argued that the initiated programs by Nigerian government and its agencies failed to cater for the needs of the populace because of the number of graduates produced yearly by higher institutions in Nigeria exceeds the available jobs.

Whereas, Adesulu (2014) of the Vanguard newspaper reported that the Nigerian education system suffers the shortage of infrastructure to cater for the growing number for students. The available resources tend to be scarce commodity as the Nigerian population witnesses massive growth as more graduates are being produced yearly and only a few of them were absorbed into the labor market. This makes most the graduates' population is either under-employed or unemployed (National Bureau of Statistics "NBS", 2015).

A data published by NBS (2015) presents unemployment rate in Nigeria to be at 9%, while, in 2016, the same office published a 0.9% increment in the unemployment rate as of December 2015. Similarly, a report published by one of the prominent Nigerian dailies (Premium Times) by Udo in the early quarter of 2016 mentioned that the for the group of 'persons to graduate and youths within the age group of 19–34', unemployment rate for the first quarter of 2016 to be at 12.6%. Such worst situation is also reported by a survey conducted by Jobberman.com, a leading recruitment agency in Nigeria, who

claims that about 45.72% of respondents who have participated in the survey were graduates and they were unemployed. Thus, it is concluded that higher percentages of unemployed graduates is really a case of concern that needs urgent attention.

Crucial in this study, in linking to the focus of the study, from pieces of reviewed literature, evidences show that there are ongoing arguments about the influence of entrepreneurial education on the students' intention to become entrepreneurs. For example, empirical investigations from Adelaja (2015), Elmuti, Khoury and Omran (2012), Lourenço, Jones and Jayawarna (2015), Karlsson and Moberg (2012), all support the argument that entrepreneurial education influences, contributes and well regarded as one of the major factors that enhances the entrepreneurial intention among students.

Attesting to the positive influence of entrepreneurial education, Ngugi, Gakure, Waithaka and Kiwara (2012) argued entrepreneurial education to furnish students with the required knowledge needed in the business world. If they want to become entrepreneurs, then they must have the intention to become one first. Thus, there is a need to nurture the intention among students and within the context of this study, together with the previous discussions, the 'right' ways to nurture them, in terms of the education types are crucial.

Within the effectiveness of the relationship, some scholars believed entrepreneurial education either has a negative relationship with the intention or no relationship at all.

For example, the investigations made by Bilić, Prka and Vidović (2011), Lorz (2011), Maina (2011), St-Jean and Mathieu (2015) conclude that entrepreneurial education has no significant relationship with the intention of students to become entrepreneurs. However, these studies do not specify the type of entrepreneurial educations they investigated. It is presumed that they only observed the formal education offered in the higher education, without observing the different types of education, the formal, informal and non-formal types of education.

On the account of Maina (2011), students who have a high intention of becoming entrepreneurs have already had the experience and it was not as an effect of entrepreneurial education learnt at school. A study by Samuel et al. (2013) also pointed to the no significant relationship between entrepreneurial education and intention to become entrepreneurs. This could be the mismatch between the entrepreneurial education curriculum and the needed cognitive skills, one of the skills crucial in developing intention in the fast-changing economy as pointed by Bell and Bell (2016), Akande (2014) and Lorz (2011). Hence, these arguments lead us to question the connection between entrepreneurial education and the intention of students to become entrepreneurs.

The complexity of education that demands for different consideration to conclude about the overall effect of education needs to be considered in this study. The three main types of education, namely formal, informal and non-formal entrepreneurial education is viewed as different types of education that need to be tested separately (du Bois-

Reymond, 2003) and this is also important within the context of entrepreneurial education. It is interesting to observe if the different types of education produce different results with the intention of the students at the higher institutions. Such idea is crucial as none of the study of such nature can be found in the literature of entrepreneurial education, examining the three types of education in a single model. Those available examined the types of education in the fragmented state. Thus, this study intends to examine the effect of education on the intention of students within the context of the three types of educations as mention by du Bois-Reymond (2003).

In the entrepreneurship training, literature shows that the non-formal and informal education are being mentioned and cited as influencing the entrepreneurial intention. Authors such as Amos et al. (2015), Jones, Macpherson and Jayawarna (2013), Ngugi et al. (2012) and Lee, Chang and Lim (2005), argued the importance of non-formal and informal education on entrepreneurial intention in the form of entrepreneurial training, exhibitions, entrepreneurial workshops, role model and other entrepreneurial networking activities. Whilst such consideration is available in the training sectors and not available in the academic world, the study regarding the three types of education to affect the entrepreneurial intention is crucial to be carried out.

In light of these arguments, there are urgent calls to investigate the role of entrepreneurial education types on the students' entrepreneurial intention. Nevertheless, the researcher acknowledges that such theoretical relation might also be influenced by other factors, not limited to education policy, infrastructure availability, supportive

education environment and culture, as stated by Constantinescu (201), Tende (2014), Adeyemi et al. (2012), Ogundele, Akingbade and Akinlabi (2012), Joardar, Wu and Chen (2014). In this research scope, among other influencing factors that can enhance or dampen the theoretical relationship of the government intervention through entrepreneurial education policies is favored.

Within the context of government intervention and policies, Constantinescu (2015), Tende (2014), Adeyemi et al. (2012) and Ogundele, Akingbade and Akinlabi (2012) suggest that it took the intervention of favorable and sustainable education policies to achieve effective and efficient influence of entrepreneurial education on students' intention to become entrepreneurs. Evidence from the conclusion of Constantinescu (2015) shows that the government interventions through diverse entrepreneurial education and entrepreneurship policies in the European Union Zone have all yielded positive results.

However, the study of Tende (2014) indicated that the intervention of government (through credit policies) had no significant effect on gearing Nigerian youths towards having the intention to become entrepreneurs. This reflects that laws and regulations that form the link between institutional development and the entrepreneurial endeavor needs to be investigated and probably more regulations need to be enforced to motivate students towards entrepreneurial intention and business creation. With this, government intervention measured by entrepreneurial education policies and sustainability is introduced as a moderating variable between entrepreneurial education and

entrepreneurial intention. The intervention of government through education policies is introduced as a moderator in this research work because previous scholars argued favorable entrepreneurial policies yielded positive outcome (Constantinescu, 2015), or will positively influence the effectiveness of entrepreneurial education on the intention to become entrepreneurs among students (Tende, 2014; Adeyemi et al., 2012; Ogundele et al., 2012), which contradicted to the suggestion by Tende (2014).

As mentioned by earlier scholars, the intervention of government harnesses the effectiveness of entrepreneurial education in enhancing students' entrepreneurial intention. On a contrary, studies from Nigerian context are doubtful and skeptical on the available government intervention programs pertaining to the formulation and implementation of such programs or intervention schemes (Adeyemi et al., 2012; Chukwuemeka & Nzewi, 2011; OmoanKhalen, 2010). In a similar view, Adeyemi et al (2012) claim that the ineffective implementation of policies hinders the efficiencies and effectiveness of most educational policies and educational support scheme initiated by Nigerian governments, both in the past and the current regime. Despite the agreement of Ogundele et al. (2012) to the issue of government intervention, the author concurs that government intervention failed because of a lack of sustainability policies. The sustainability issues are also being supported by OmoanKhalen (2010), where it was stated that policies that effect sustainability persist due to the different political interests, especially during regime transition in Nigeria.

In Nigerian context, issues such as access to finance, shortage of expertise and different political agendas of Nigerian politicians are some of the few factors that adversely influence the successful implementation of several government policies and empowerment programs in the country (Adeyemi et al., 2012). To overcome these issues and witnessed efficient and effective several government intervention programs, the beneficiaries that is, the stakeholders should be engaged in the several stages of the intervention process (Constantinescu, 2015).

Asides the issues of government intervention through educational policies to enhance intention of students towards becoming entrepreneurs highlighted above, it was observed that the course content of education (entrepreneurial education curricula) used in teaching entrepreneurial education at various higher academic institutions across the globe varies. Scholars had called for the convergence of these diverse entrepreneurial education curriculums to a singular or unified curriculum to attain the effectiveness of entrepreneurial education in enhancing the intention to become entrepreneurs among students (Joardar, Wu & Chen, 2014; Bette, 2012; and Colantone & Sleuwaegen, 2007). The opinion expressed by these authors was that using a unified entrepreneurial education curriculum will enhance the intention to become entrepreneurs at a 'par value' that is the expected rate.

The entrepreneurial education contents to be taught to students are therefore under heavy arguments. From the opinion expressed by Hugonnier (2007) and Ogbona (2010), in nurturing the entrepreneurial intention among students, the effects of globalization

should be put into consideration. Thus, unified curriculum is argued to be an important consideration. This is in-line with Joardar et al. (2014). The call for unified entrepreneurial education syllabus met heavy criticism from scholars, for example, Ginsberg (2005) who is of the view that unified entrepreneurial education is a dream to be fulfilled because cultural factors to significantly affect students' response to the classroom experience that might cause some sort of deviation from the objectives of the education.

Responding to this, argument by Bette (2012) and Joardar, Wu and Chen (2014) is referred to, which is the unified educational curricula have more pros than the challenges embedded by cultural factors. From the opinion expressed by Bette (2012), unified education curriculum possesses a negligible interest because with globalization, educational institutions move beyond the traditional borders to partner and offer singular education curriculum in different cultures. More supportive stance was again seen in the lecture note of Joardar, Wu and Chen (2014) and Suárez-Orozco and Qin-Hilliard (2004) stating that rapid cultural changes was felt because of the convergence of educational institutions offering unified education curricula.

In support of globalized entrepreneurial education, Colantone and Sleuwaegen (2007) argued that entrepreneurship activities can yield a positive effect, if and only if proactive measures are taken through education and networks. More arguments in favor of globalized entrepreneurial education include the evidence observed from the work of Christian (2014), who suggests that in order to produce or empower the would-be

entrepreneurs in Nigeria, the adoption of pedagogical process is needed. These include coaching, mentoring, case studies, developing a feasible business plan, which should be used to train Nigerian youths.

Moreover, the investigation of Mcneely, Wang and Hauze (2016) proposed, for a unified educational curriculum to cater for the need of "would-be" entrepreneurs from diverse cultural background, the global entrepreneurial education must be able to address multicultural needs in a dynamic global market. Therefore, based on these arguments, the perceptions towards changes in entrepreneurial education into a globalized entrepreneurial education curriculum calls for detailed empirical investigation in the Nigerian context.

1.4 Research Questions

In light of the above discussions, the following research questions are summarized.

The first main question to be answered is:

i. Does entrepreneurial education have a significant relationship to intention of students towards entrepreneurship within the context of Nigeria, for every types of entrepreneurship education?

While the sub-questions which are based on the direct relationship between the types of entrepreneurial education examined are:

a. Is there any significant relationship between formal entrepreneurial education type and entrepreneurial intention among students?
b. Is there any significant relationship between informal entrepreneurial education type and entrepreneurial intention among students?
c. Is there any significant relationship between non-formal entrepreneurial education type and entrepreneurial intention among students?

Pertaining to the moderating relationships, the following questions are under consideration.

i. Does government entrepreneurial education policies moderate the relationship between entrepreneurial education and students' entrepreneurial intention?

ii. Does adoption of unified entrepreneurial education curriculum moderate the relationship between entrepreneurial education and students' entrepreneurial intention?

The second major question answered in this research relates to the evaluation of the effectiveness of entrepreneurial education through:

i. Is there any difference in students' entrepreneurial intention before and after taking the formal entrepreneurship education subject?

1.5 Research Objectives

The main objectives of this research work are in two folds. First, this study attempts to identify the relationship of entrepreneurial education and entrepreneurial education types on entrepreneurial intention among university students. Also, this study investigates the moderating effects of government intervention through entrepreneurial education policies and the adoption of unified entrepreneurial education curriculum on the aforementioned relationship in becoming entrepreneurs.

Second, the study uses an innovative research method, in achieving the first objective, by using a quasi-experimental research design of two times cross sectional study method to compare the effectiveness of the entrepreneurial education, instead of the 'normal' one-time cross-sectional study practiced in the most quantitative survey.

For the first objective, the focus is the issue of different types of entrepreneurial education that to be hypothesized to affect differently on the entrepreneurial intention, which are the formal, non-formal and informal education types. This research starts by examining if there are differences in students' entrepreneurial intention before receiving an entrepreneurial education and after taking an entrepreneurial education class (formal education type) together with their knowledge acquired through on the other two entrepreneurial education types which are the non-formal and informal types.

In achieving this objective, the sub-objectives of the direct relationship between entrepreneurial education and entrepreneurial intention are to be achieved:

i. To examine the significant relationship between formal entrepreneurial education on entrepreneurial intention among students.

ii. To examine the significant relationship between informal entrepreneurial education on entrepreneurial intention among students.

iii. To examine the significant relationship between non-formal entrepreneurial education on entrepreneurial intention among students.

Then, the sub-objective, in relation to the moderating variables are to be achieved as the following:

i. To examine the moderating effect of government entrepreneurial education policies on the relationship between entrepreneurial education and entrepreneurial intention.

ii. To investigate the moderating effect of adoption of unified entrepreneurial education curriculum on the relationship between entrepreneurial education and entrepreneurial intention.

The above tests and examinations set forth the research framework, which not being observed in any study, as of now. This means the research has the indirect objective of proving the research framework as the significant and relevant research framework to be utilized in research work later.

For the second objective, the main focus is the issue of the accuracy of the effect of independent variables on the entrepreneurial intention. The effect must be measured from a different research methodology approach as suggested by Linan and Fayolle (2015). This research adopts a quasi-experimental method of data collection that is before and after any event takes place. Such procedure helps the researcher evaluate the effectiveness of entrepreneurial education with the intention of students towards entrepreneurship rather than taking a guess work with a single data measure (Linan & Fayolle, 2015). In this view, the following objective was achieved:

i. To compare the result of the before and after the entrepreneurial education takes place, which shows the effectiveness of the entrepreneurial education in enhancing the entrepreneurial intention.

1.6 Significance of Study

Investigating the effectiveness of entrepreneurial education is of high importance and benefits not only for Nigeria, but, for the entire universe. With this, the contribution of this research is divided into three broad categories that is, practical, theoretical and methodological contributions which are elaborated below:

1.6.1 Practical Contribution

Unearthing the lapses and the disconnection between the knowledge gained from entrepreneurial education types and the knowledge needed for creativity and innovativeness is the major breakthrough of this research. Implementing the findings from this research shall assist education policy makers to tackle unemployment and unwillingness of students to engage in entrepreneurship from a different view, which is effective enough to boost students' entrepreneurial intention through entrepreneurial education. With the proper implementation of the findings in this research, entrepreneurial activities shall be enhanced, thus, the objectivity of introducing and implementing entrepreneurial education types into higher education institution's curriculum shall become a reality.

1.6.2 Theoretical Contribution

Earlier studies on entrepreneurial education had devoted noteworthy efforts on investigating the effectiveness of entrepreneurial education on students' entrepreneurial intention with little to no complete success. As discussed, the results from earlier studies continue to generate mix evidences. In these regards, this study took some innovative steps to examine the effectiveness of entrepreneurial education by amalgamating the three types of education, namely; formal, informal and non-formal entrepreneurial education into one research model.

More so, the students' intention before and after taking an entrepreneurial education class is also measured. This helps to determine the change in students' entrepreneurial

intention because of taking formal entrepreneur education. The implications of these two approaches to investigate entrepreneurial education adds more innovative knowledge in entrepreneurial education, theoretical framework and a robust method in examining the effectiveness of entrepreneurial education.

Furthermore, this research adds significant knowledge to the body of literature by producing a theoretical model that amalgamates the three types of entrepreneurial education into a single research model. Overall, this research suggests improvised method of examining the effectiveness of entrepreneurial education with the intention of students towards entrepreneurship.

1.6.3 Methodological Contribution

Adopting a single sample and examining the intention of the samples before and after exposure to entrepreneurial education. This method used in evaluating students' entrepreneurial intention helps the research to predict with nearest accuracy the effectiveness of entrepreneurial education on students' entrepreneurial intention. Moreover, this method of evaluating students' entrepreneurial intention is less biased than earlier methods of control and treatment groups adopted by earlier studies where the treatment groups were at most times assigned larger sample size than the control group.

1.7 Organizations of Chapters

The content of this research is divided into five distinct but interrelated chapters. The expected contents of each chapter are therefore summarized below.

Chapter One: the first chapter starts by providing the research introduction, background of the study. It goes further to present the highlighted the issues and the problem statement that entails the (practical issues facing Nigerian economy, theoretical issues and methodological issues). Also, in this chapter, the research questions were presented. Then, the objectives of the research, the research scope, significance of research followed. In addition, this chapter presents the research mapping and the key terms used.

Chapter Two: This chapter reviews relevant literature to this study. Specifically, it reviews relevant literature (both conceptual and empirical) on entrepreneurial education, entrepreneurial intention and educational policies sustainability. Also, from the review and discussions of previous studies, testable hypotheses are developed in this chapter. The theories underpinning this study are discussed and the research framework for this study is presented and explained.

Chapter Three: This chapter discusses the approach, strategy and techniques employed in carrying out this study. It starts by explaining the different research philosophies, after which the research philosophy that guides this study was duly explained. It goes further to explain research design and the different types of research design, pointing out the type of research design adopted for this study. It also discusses the population, the sample size of this study and the sampling techniques adopted. This chapter

operationalizes the variables examined in this study. Procedures and techniques for data collection and analyses are also discussed in this chapter.

Chapter Four: In this chapter, the research data collected through the pre-designed questionnaire that was analyzed is discussed. The data were examined and analyzed using SPSS version 23, for data cleaning, normality check, mean comparison between the dependent variable. Also, the SPSS was used as a tool to examine the difference between pre-and-post tests of the entrepreneurial intention. Furthermore, the SPSS was used in accessing the structural equation modeling between entrepreneurial education and entrepreneurial intention. Finally, the results of moderating effect of perceived government intervention on the relationship between entrepreneurial education and entrepreneurial intention of the posttest data are presented.

Chapter Five: In this chapter, the discussion of the findings is presented. Suggestions, recommendations and conclusions about this research were made.

1.8 Definitions of Key Terms

Knowledge: This is described as an instructional process of acquiring new skills and values for the perseverance of functioning in the society (Dickson, Callagher, Longden & Bartlett, 1985).

Entrepreneurship: This is defined as the process by which individual, group of individuals or corporate bodies took the initiatives to bear the risk of creating a market

which was not in demand and or no one ever think of its possibilities (Shane & Venkataraman, 2000).

Entrepreneurial Intention: This is described as the willingness or intent to embark on the journey of creating a market which was not in demand and or no one ever think of or offering new or modified products or services (Souitaris, Zerbinati & Al-Laham, 2007; Thompson, 2009).

Government Intervention: This is defined in this research in terms of supports and mechanism set in place by Nigerian government to enhance the relationship between entrepreneurial education that the students are exposed to and their entrepreneurial intention (Osotimehin, Jegede, Akinlabi & Olajide, 2012).

Government Support: This is described as the several entrepreneurship support programs implemented by the Nigerian government to enhance, improve entrepreneurship engagement aimed at economic sustainability in a long run (Spence, Gherib & Biwolé, 2011).

Unified Entrepreneurial Education: This is described as the adoption of single entrepreneurial education curriculum across several international boarders (Bette, 2012).

Formal Education: This is defined as the entrepreneurial education types that happen within the four-corner classroom. It is characterized by, in most cases a teacher who has

absolute authority over the students. Also, the knowledge transfer is strictly based on pre-designed curriculum in a well-organized environment (Livingstone, 2001).

Informal Entrepreneurial Education: This type of entrepreneurial education happens freely among the students with little to no intervention from any higher authority, needs no structured or formality, but it's regarded as the most powerful, experienced filled types of education that happens in a free world (Amos et al., 2015; Blyth, 2008; Zeldin (2004).

Non-Formal Education: This is defined as an education types that occurs in a setting similar to formal entrepreneurial education. However, with no strict knowledge transfer process, it is voluntarily and no strict or pre-designed curriculum (Livingstone, 2001).

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews several related literatures, scholarly articles so that the relationship and or direction of the independents, moderation and dependent variables (entrepreneurial education, entrepreneurial intention and government intervention through perceived adoption of universal entrepreneurial education curriculum and available government support) are observed. Also, this chapter discusses the concepts of entrepreneurship, economist and non-economist view of entrepreneurship. Furthermore, the review and discussions of previous studies and testable hypotheses are developed in this chapter. The theories underpinning this study are discussed and the research framework for this study is presented and explained in this chapter.

2.2 Concept of Entrepreneurship

The term ‘entrepreneurship’ according to scholars has no agreed definition, rather it is described based on a concept of interest, perception and field of specialization (Akhter & Sumi, 2014; Eurostat, 2012; Kuratko & Hodgetts, 1998). According to Eurostat (2012), the concept is described based on individual interest or mindset in a way to influence economic activities through innovation and creativity that can integrate risk taking, sound managerial functions within existing or newly created firms. An

entrepreneur is said to be one who seeks opportunities and change (Akhter & Sumi, 2014).

Whereas, Kuratko and Hodgetts (1998) gave better insight by describing the concept of entrepreneurship to be more than seeking opportunities and change, but the process that encompass taking risks beyond scarcity, pushing ideas through reality with required necessary skills and resource. From the several descriptions of entrepreneurship given, entrepreneurs can be argued to be individual, or groups, or corporate bodies who seek opportunities, take economical risks in exploring the identified opportunities, uses these opportunities to induce positive economic changes and create economic balance for themselves and their environment at large.

The issues observed in defining the concept of entrepreneurship lies in the fact that there are specifically two schools of diverse thoughts, namely; economist and non-economist school of thoughts. As evident from the argument of Rocha (2012), entrepreneurial dilemma existed because old economist fails to recognize its importance and at most times, they are often indifferent with entrepreneurship. From the report, Rocha therefore acknowledged that an economist of the 21st century realized the full importance of entrepreneurship as one of the needed tools for economic development, sustainability and economic balance.

2.2.1 Economists view of entrepreneurship

Economist view of entrepreneurship, according to the investigation of Rocha (2012) can as well be categorized into two waves. The traditional economists (pre-twenty-first century's view) where entrepreneurship is separated from economics and the conventional view of entrepreneurship by economists in the 21st century where entrepreneurial activities is seen as economic agent which cannot be sidelined. As reported by Berger (1991), economist view entrepreneurship as an economic variable that depends largely on economic factors. In other words, it is seen as independent of culture. Hence, it was said that entrepreneurs' motivation is profit maximization, positing that change in economic conditions either spur or hinder entrepreneurial activities.

The traditional economists of neoclassical fame emphasize the preeminent importance of the availability of capital, access to markets, labor supply, raw materials and technology. They formulate their analyses in terms of "economic opportunity conditions" and "economic risk."

Whereas, modern economists are of the notion that entrepreneurship cannot be separated from todays' economic sustainability. On the account of Madhok and Keyhani (2012), recognizing the role of entrepreneurship in tapping into foreign markets, it was acclaimed that entrepreneurial process is more than having the resources but learning agility and to build on the available resource to gain competitive advantage.

2.2.2 Non – Economists view of entrepreneurship

Most non-economist scholars subscribed to the idea of economists, however, went a step further, arguing that cultural factors needed to be fully considered in determining the success of entrepreneurial activities or any businesses. For the economist, culture is the least economic factor while to the non-economist, culture and its dimensions are among the vital factor on par with other economic factors (Anedo, 2012; Rocha, 2012). From the numerous definitions given by different scholars stated above, the characteristics of entrepreneurship can therefore be stated to be risk taking, innovation, opportunity searching and utilization as well as economic development through new business idea while putting cultural differences into consideration.

More so, Welter (2011) affirmed the contribution of culture and its dimensions arguing (social, political, institutional, spatial and historical context does empower individuals, or groups) avenues and as well inhibits purported actions. Furthermore, the author argued contextual factors can be a liability as well as an asset for entrepreneurial activities Thus, it is important to understand the knowledge and actors of entrepreneurship. Therefore, this study describes the concept of entrepreneurship as the process by which individual, group of individuals or corporate bodies took the initiatives to bear the risk of creating a market which was not in demand and no one ever think of its possibilities. Evidence from the study of Osiyevskyy and Bogatyreva (2015) posited that the intention to become an entrepreneur is the pillar of entrepreneurial activities.

2.2.3 Entrepreneurship in the Era of Globalized Economy

The effects of globalization influence were not only felt in production, consumption of goods and services, but it has redefined and reshaped how information is sourced, analyzed, used as well as knowledge sharing process. Examining previous scholarly works on the influence of globalization, it was concluded that globalization does have influence in both positive and negative ways. Focusing on the positive side of globalization, Nicolescu and Teodorescu (2014) argued globalization to erupt from two distinct events namely natural and artificial or dogmatic globalization.

Concerning the author's account, dogmatic globalization emerges as a result of political, economic, religious as well as social objectives of singular policy. The features of these forms of globalization, according to the argument of Nicolescu and Teodorescu (2014) rely heavily on intellectual power deriving its source of human education. It has been argued by diverse scholars that globalization had greatly influenced education and by education, the environment can be protected, people can leave a healthy life, businesses can converge through the internalization of trade and economy can be restructured significantly with a causal relationship (Bloom, 2004; Burbules & Torres, 2004; Dincer, Dincer & Yilmaz, 2015; Singh, DeNoble & Ehrlich, 2004).

In educational industry, the influence of globalization was as well felt. A fundamental argument on the globalization of education was evident in the work of Burbules and Torres (2000) where the authors argued globalization has helped many countries restructured their economies since the 1970s. Then, many countries adopt neoliberal

policies to fight against the capitalist system of economy. As seen in the work of Burbules and Torres (2000), globalization of the world economy is thus characterized by the creation of new market and economic integration. Hence, coming into play the foreign exchange practices. In this sense, information is regarded as important tools over manufacturing; reduction in the capital-labor issues, the labor market was restructured.

Many nations respond to the call of the globalization of education through a "unified central body" who devise and implement a sustainable education system that can at least standardize the educational system. For example, the World conference on education held in Thailand in 1990 aimed to provide education for all by the year 2000; United Nation Millennial Goals that proposed the completion of all primary schools by the year 2015 (Suárez-Orozco & Qin-Hilliard, 2004). To support the claim of Anand (2015) and Burbules and Torres (2000), concludes globalization through education creates an intense competition among market players that result in a partnership contract between public and private education institutions leading to economic growth.

Conferring to the study of Hugonnier (2007), evidence of globalization happening in the education industry caused an increase in the number of students studying abroad, also, the emergence and increase in the number of international campuses, development of partnership and cooperation among higher educational institutions around the globe. Therefore, Hugonnier (2007) proposed the emergence of this trend in the educational industry has direct and indirect influence on the knowledge economy, information sharing using information and communication tools.

Narrowing down the influence of globalization to entrepreneurship and entrepreneurial education, factors such as orientation towards high performance, high self-expression, as well as the low social desirability, enhance the internationalization process among new entrepreneurial firms (Pathak & Muralidharan, 2016). Whereas, Navarro-Garcıa, Barrera-Barrera and Schmidt (2015) argued entrepreneurship internationalization depends on both internal (export commitment, experiences and resources) and external factors such as the distance of export firms and markets and competitiveness.

However, culture possesses a great threat to unified global entrepreneurial education curriculum that occurs because of the globalization process (Bloom, 2006; Christian, 2014; Colantone & Sleuwaegen, 2007). Scholars such as Bette (2012), Joardar, Wu and Chen (2014) believe that unified educational curricula have more pros than the challenges embedded by cultural factors. According to Ginsberg (2005), cultural factors significantly affect students' response to the classroom experience. Thus, proposing that in most cases, to motivate students' learning behavior teachers might deviate from formal educational instructions.

Nevertheless, in a bid to minimize the cultural influence, Mcneely, Wang and Hauze (2016) proposed, for a unified educational curriculum to cater for the needs of diverse cultural background, the global education must be able to address multicultural needs in a dynamic global market. In measuring the influence of globalized education, Bloom (2006) pointed to factors that contribute and to be measured and accessed. These are

inputs (from the educational stakeholders, including government, teachers and students in terms of money and term).

Also, process involving the functionality of the education systems in terms of teachers' qualification and teaching method, lesson quality and educational content; output of the process translates to direct result of the educational process in a short term, examples of these outcome as given by Bloom (2006) are competencies level and numerical literacies; and outcome translate to the long term result of these educational process examples of which include educational effects on innovation process and policies or governances.

However, despite the acceptance of a globalized education phenomenon, reports by the Global Partnership for Education "GPE" (2013) concludes that there is limited to no data on the comparison of students' performance across or within countries. Therefore, it is difficult to understand the real influence of global education curriculum on the relationship between entrepreneurial education and students' entrepreneurial intention. Also, the link between culture and entrepreneurial intention among students in federal universities in southwestern Nigeria remains unknown. Although, this is an important concept that worth investigating. Notwithstanding, it's one of the limitations the researcher faced as culture, though dynamic cannot be determined within the short period of time allotted for this research

2.3 Entrepreneurial Intention

The intention is said to be the foundation of any action and its singularity, best prediction of any action taking by individual or groups (Krueger, Reilly & Carsud, 2000; Osiyevskyy & Bogatyreva, 2015). In entrepreneurship, there are arrays of empirical and conceptual investigations that try to exhume the factors responsible in creating intentions among students of different level of education. In recent times, two prominent models are widely used to investigate entrepreneurial factors; these are Ajzen theory of planned behavior (TPB) and Shapero & Sokol entrepreneurial event model (SEE) (Linan & Fayolle, 2015).

As noted above under the concept of entrepreneurship, evidence from scholarly articles reviewed pointed to the fact that there is a significant positive relationship between entrepreneurship or entrepreneurial activities and nations Gross Domestic Products (GDP) (Şahin & Asunakutlu, 2014; Blenker, Dreisler & Kjeldsen, 2006). This in a nutshell had triggered scholars across the globe to investigate the factors that lead or motivate people (especially students) in entrepreneurship engagement or have intention to venture into entrepreneurship in the later future (Akhter & Sumi, 2014; Michael, Okpi & Chinwendu, 2015; Thurik, Verheul, Hessels & van der Zwan, 2010). The study of Ali, Topping and Tarik (2011) after empirically examining six different universities in Pakistan concludes factors such as entrepreneurial education, demographic variables (gender, family background) to be predicting variables of entrepreneurial intention.

Krueger et al. (2000*)* regard entrepreneurship as a process, a way of laying emphasis on opportunities over threats by responding to push and pull forces. A prior study by Ajzen (1991) reports that individual attitude, perceive behavior, as well as subjective norm explains the intention of an individual to perform an action. Similarly, the entrepreneurial intention is explained by Shapero and Sokol (1982) by perceived desirability, perceived feasibility and the propensity to act. Several investigations on intentions reveals that contextual factors such as education as per teaching, motivation, experience (Farouk & Ikram, 2014), culture, need for achievement (McClelland, 1961), university environment, access to capital, gender, social network and risk tolerance (Obembe, Otesile & Ukpong, 2014) contributes to individual's entrepreneurial intention.

Adopting any of the available entrepreneurial models, factors responsible for entrepreneurial intention among students can be broadly be divided into two categories, namely individual or internal 'psychological' (Ajzen, 1991; Lee & Wong, 2004) factors and external or environmental factors (Krueger et al., 2000). Examining Ajzen (1991) TPB, one can simply categorize the model to be psychological in nature in the sense that the model differentiates entrepreneurs from a businessperson in terms of psychological factors also, successful entrepreneurs from some less successful ones. Confirming this, Valliere (2015) argues the intention to engage in entrepreneurship is divided into two broad categories, namely: opportunity recognition and new venture creation. The first part is argued as the first step to entrepreneurship while the later stage is more towards entrepreneurship realization.

Despite the wider acceptance of these two entrepreneurial modes, that is, TPB and SEE Kreuger et al. (2000) criticize them to be conflicting and overlapping, arguing SEE perceived desirability and perceived feasibility correspond to TPB's attitudes and perceived behavioral control, respectively. However, Sánchez (2012) in his perception argued that although these two theories or model look similar, but they are quite different. Sanchez claims that SEE model was developed to understand entrepreneurial behavior and intention, but, TPB model was developed and it best explains the entrepreneurial general behavior.

2.3.1 Philosophy of Intention

Exploring several psychologists, behavioral scientists and philosophers' texts in understanding the concept of "intention, intent or intentionality" present that the term has no concessions definition, instead, despite the diverse descriptions given, there are some characteristics which feature and unite all scholars in this regard. It should be noted that intent, intention and intentionality as argues by Islam (2012) and Krueger et al. (2000) are different terms. Nevertheless, these terms are often used interchangeably. So, for the sake of easy understanding of this construct in this research, intent, intention and intentionality are not differentiated but believed to have the same meaning.

Diverse entrepreneurial intention scholars argue several factors (see Figure 2.1: page 45) to predict entrepreneurial intention. However, behavioral scientists, philosophers and psychologists believed there are more to that. For instance, the work of Bloom (1996) on intention argues intuition leads to the predisposition of how an event is pictured in the

mind of the individual and classified based on individual subjective judgment providing a framework under which intention to pursue an action emerges.

Similarly, using the clothespin experiment to explain what underlies children's naming or presentation, Bloom and Markson (1998) explored children's intention to represent an object by investigating 3-and-4-year-old kids to describe pictures that represent objects via intention and analogy. The authors conclude that the children's judgment 'appreciation' of that representation influences the object naming process.

Also, a definition of intention found in the book written by Searle and Willis (1995) describing intention as a mental process that is, 'thinking about' related to the essence of consciousness. Considerably, earlier investigation by May (1969) argues intention to be the pillar of consciousness, in other word, the author refers to intention as individual imaginative participation.

Thus, synthesizing the several descriptions of intention as described by classical and contemporary scholars, intention can therefore be described as the abstract thoughts or an imagery mindset to which individual subjectively evaluate an action, actions or process if it's worth attempting. Relating this to entrepreneurial intention, it can be deduced that the intention of students to become entrepreneurs lies on how entrepreneurs are pictured, how entrepreneurship transition is processed in their conscious minds of students or individuals.

2.3.2 Factors contributing to Entrepreneurial Intention

There are diverse factors that lead or influence entrepreneurial intention among students. These are not limited to family support, community support, psychological factors such as attitudes of students towards self-employment, perceived behavior, subjective norm, entrepreneurial education, role model, need of autonomy, achievement and risk-taking propensity (Ajzen, 1991, 2001; Akmaliah & Hisyamuddin, 2009; Lee, Chang, & Lim, 2005; Martin, Platis, Malita & Ardeleanu, 2011).

Thus, the summary of previous findings relating to factors that contribute or motivates students towards entrepreneurial intention is presented in the Figure 2.1 below:

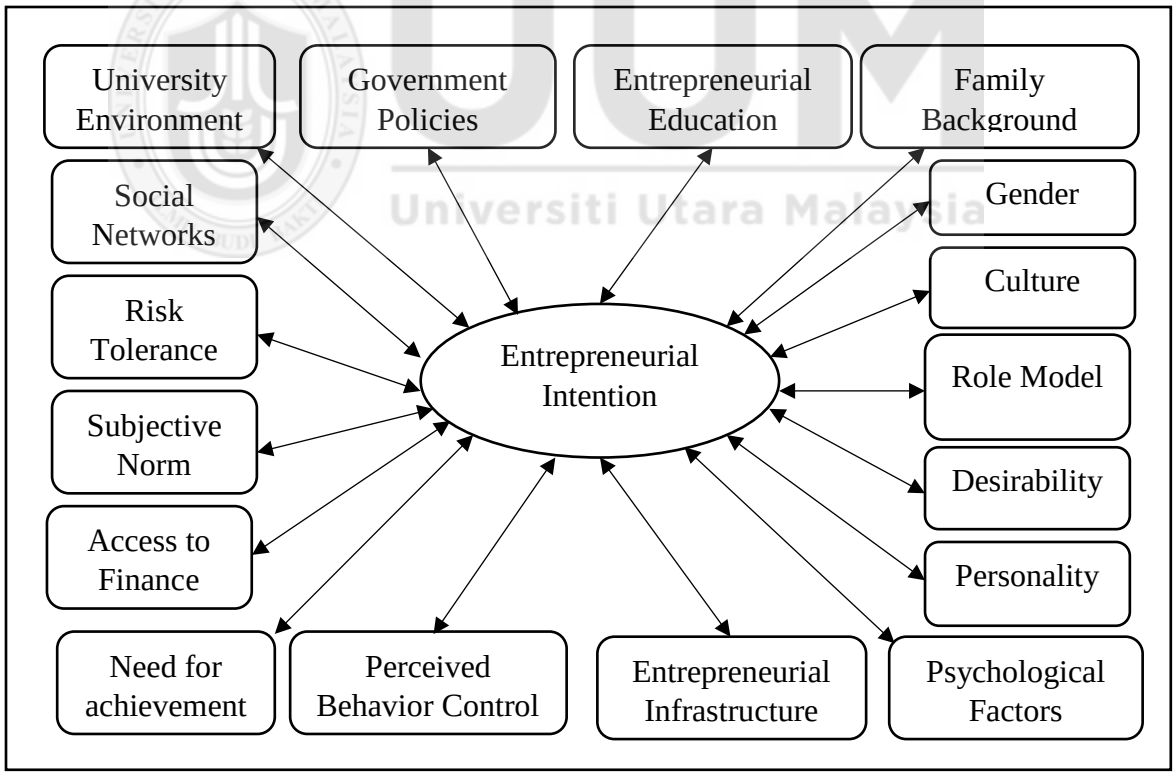


Figure 2. 1
Summary of few identified factors influencing entrepreneurial intention
Source: Developed for this work

Despite all these factors, the attention of this research is geared towards examining the effect of entrepreneurial education on students' entrepreneurial intention. This is to ascertain the change in the students' psychological states of mind 'entrepreneurial intention' when exposed to psychological treatment 'entrepreneurial education.'

Education on its own had been argued to be a psychological factor that alters the attitude, perceived behavior and subjective judgment or experience of the individual, thus, enhance students' emotions and emotional learning and risk-taking abilities (Durlak, Weissberg, Dymnicki, Taylor & Schellinger, 2011; Steinberg, 2008).

Conferring to the dependent variable in this research, 'entrepreneurial intention' which is referred to by behavioral scientists, psychologists and philosophers is the pillar of action which is evaluated and processed based on individual-behavior analytic approach (Bloom, 1996; Bloom & Markson, 1998; Krueger et al., 2000; Neuman, 2007; Osiyevskyy & Bogatyreva, 2015). The effects of entrepreneurial education after exposure is therefore opined to improve the individual subjective judgments and evaluation (Holmström, Lindberg & Jansson, 2015; Obschonka & Stuetzer, 2017). Could this be the reason why Keat, Selvarajah and Meyer (2011) and Lai and Lin (2015) notes entrepreneurial education to be a household name among economic actor such as politicians, academicians and government agencies.

In a similar view, the entrepreneurial researchers conclude entrepreneurial education to have similar psychological effects. For instance, Linan (2004), Lee et al. (2005), Martin

at al. (2011) and Obembe et al. (2014) conclude that students who are exposed to entrepreneurial education have a higher predisposition towards entrepreneurial risk taking. More so, investigation by Adelaja (2015) examining the factors that contribute to intention to become entrepreneurs among students between religious and non-religious institutions in Malaysia observed entrepreneurial education is a major predictor of entrepreneurial intention among the two different samples.

2.4 Entrepreneurial Education

Entrepreneurial education had been defined by several scholars and it seems to have an inconclusive definition, perhaps, because entrepreneurship itself has no concession meaning. For example, the definition given by United Kingdom Quality Assurance Agency for Education QAA (2012) sees entrepreneurial education as a way of preparing students through business start-up. In addition, QAA (2012) described entrepreneurial education as an education that furnished students with extra knowledge, attributes and capacity needed to setup a new business and operate it effectively.

Accordingly, Fayolle and Klandt (2006) argues entrepreneurial education to cover a wider scope that put in mind different contextual situations, methods and approaches to teaching and aim of the course. The authors described entrepreneurship education in a wider sense as any pedagogical program or process of educating for entrepreneurial attitudes and skills, which involves developing certain personal qualities. It is therefore not exclusively focused on the immediate creation of new businesses.'

On the account of Virkkunen (2009), entrepreneurial education was argued to be a concept that has a wider and broader scope than entrepreneurship itself. From the author's opinion, entrepreneurship education encompasses component such as entrepreneurial learning environment, enterprise-promoting policy in society and active individuals with initiatives. Further arguments put forward by Virkkunen (2009) was that entrepreneurial education is a lifelong learning pedagogy from which entrepreneurial skills are initiated, developed and supplemented at virtually all points in life. With entrepreneurial education, Virkkunen (2009) argued that entrepreneurs are able to self-guide their own action (attitude) to innovate process that bring changes that evolve the mode of operation, desire that unite with the knowledge to advance the competence in entrepreneurial skills.

Notably, from these few definitions, despite being diverse in nature, one can easily conclude that entrepreneurial education is more of a psychological tool which upon its exposure, it influences individual's attitude towards entrepreneurship (Fayolle & Klandt, 2006; QAA, 2012; Virkkunen, 2009). As time goes by, there are changes in the individual attitude, thus, the call to investigate the potential change in such relationship, as highlighted in the problem statement section is responded by various researchers. The conceptual study conducted by Linan and Fayolle (2015) attests to the continuous mix evidences on the relationship between entrepreneurial education and students' entrepreneurial intention across various contexts. Thus, they call for a more robust approach in investigating this relationship.

Despite the mix evidences, entrepreneurial education seen from different perspectives is purported to be among the influencing factors of entrepreneurial intention among students of tertiary institutions (Adelaja, 2015; Dogan, 2015; Mohammed, Rezai & Shamsudin, 2011). In the study of Adelaja (2015), a comparative study was conducted to investigate the influencing factors of entrepreneurial intention between undergraduate students of public and private universities. From the several factors considered, entrepreneurial education was found to be significant for both samples that is, public and private tertiary institutions. Therefore, the study concluded that entrepreneurial education is vital in inducing entrepreneurial intention among students.

In addition to the positive findings reported by previous scholars, using a different statistical approach, Dogan (2015) examines the relationship between student success in the formal entrepreneurial education and their entrepreneurial intention. The author, Dogan (2015) employs a Logit regression analysis set to 99% confidence interval, concludes a positive significant result, supporting the stance that the performance of students in an entrepreneurship class dictates their intention to become an entrepreneur. In a similar investigation by Ekpoh and Edet (2011), using Entrepreneurship Education and Career Intentions Questionnaire (EECIQ) and analyzing the data using frequency distribution, the authors deduce that the samples surveyed have the mindset of gaining employment and create their own small businesses. All these conclusions therefore conform to the psychological property of entrepreneurial education presented by Fayolle and Klandt (2006), QAA (2012) and Virkkunen (2009).

Nevertheless, the extent to which entrepreneurial education supports entrepreneurial intention among students in view of some scholars remains vague. For example, the study of Bae, Qian, Miao and Fiet (2014), argues that students who show a predisposition to become entrepreneurs are those with prior entrepreneurial knowledge. Supportive conclusion to this argument was seen in the investigation of Lorz (2011) and Maina (2011) investigating students in different contexts affirm that entrepreneurship education has no significant influence on the intention of students to become entrepreneurs. While Nabi, Walmsley, Liñán, Akhtar and Neame (2018) argue there is high tendency of entrepreneurial education taught in class to decrease the high entrepreneurial intention in students.

However, Bae et al. (2014), Lorz (2011) and Maina (2011) reported that those students with a high intention to become entrepreneurs are those who have prior knowledge through the family background or prior business experiences. Although Bae et al. (2014) claimed that the insignificant relationship was not moderated by time, the background and business experience factors are important. More so, Lorz (2011) claims that shortly after graduating from colleges (precisely six months), the intention to become entrepreneurs diminishes significantly among students with no prior knowledge. The conclusion of the investigation by Lorz (2011), therefore corresponds to the findings of McArdle, Karen and Ackland (2007), Mohammed et al. (2011) and Olorundare and Kayode (2014) where it is acclaimed that there is a missing link between the cognitive skills and knowledge gained from taught entrepreneurial education and the required

knowledge and skills needed in the society to influence students' entrepreneurial intention which triggers actual entrepreneurial activities.

To support the insignificant contribution of entrepreneurial education to entrepreneurial intention among students, Küttim, Kallaste, Venesaar and Kiss (2014), argue that the contents of entrepreneurial curricula taught in the educational institutions does not correlate with the needs of the economy. The authorsargued the students' requirements differ from what the school is offering. With this view, they suggest more of informal education in the form of coaching and networking that expose the students to the real economy and prepare the students for the real reality.

Further study by Mohammed et al. (2011), after investigating the effectiveness of entrepreneurial education among Malaysian farmers using interview and structured questionnaire remarked, entrepreneurship education (formal) is regarded as an important factor in the knowledge economy, however, their empirical result reveals that the formal entrepreneurial education does not provide the farmers the needed skills acquisition. The conclusion above is quite similar to that of McArdle et al. (2007), Mohammed et al. (2011) and Stahl (2015) where entrepreneurial education rendered in tertiary institutions does not equip students with the required cognitive skills as demanded by the economy.

To confirm this, Fayolle and Gailly (2015) conduct an experiment to determine the impact of entrepreneurial education on students' entrepreneurial intention. Their result highlights a positive impact of entrepreneurial education on students' entrepreneurial

intention in the situation where there is little or no prior entrepreneurship exposure. This contradicting the study of Bae et al. (2014), Lorz (2011) and Maina (2011) who all argues students with the entrepreneurial intention after entrepreneurial education exposure are those with prior entrepreneurship experience. Despite these arguments, do Paço, Ferreira, Raposo, Rodrigues and Dinis (2011) neither agree nor oppose these stances. However, the authors recommend entrepreneurial education should focus on changing students' attitude, then knowledge, with these, they posit that entrepreneurial education could develop entrepreneurial competencies.

To clarify the role or influence of entrepreneurial education for students in the society, Welsh, Tullar and Nemati (2016) suggest entrepreneurial education for students is a must in an uncertain economy. Khalifa and Dhiaf (2016) argue there must be societal and economic needs of it. According to these authors, little does entrepreneurial education contribute to influence UAE students' entrepreneurial intention because the students are more comfortable with economic and societal life that demanding little to no entrepreneurial activities (in their research context).

With this, Linan (2004) argues entrepreneurship education revolves around four main paths or types which are awareness creation, education for startup, entrepreneurial education for dynamism and continuing education entrepreneurs. Similarly, entrepreneurship education, according to Béchard and Grégoire (2005), had been examined in four different streams, namely; entrepreneurial education role in the society, the systemization of entrepreneurship programs, entrepreneurial education

delivery mode and the last but not the least stream of entrepreneurship education, in which Béchard and Grégoire (2005) refer to the needs of individual participants in the entrepreneurial program (indirectly referring to informal and non-formal entrepreneurial education).

Thus, the scope of entrepreneurial education in the context of this research centers on awareness, education and education for startups among federal university students in southwestern part of Nigeria. The sole reason for choosing these two functions in this study is based on the nature of the behavior of Nigerian students towards entrepreneurship. As noted by Ogbonna (2010), although entrepreneurial education had been introduced into the Nigerian education system for over a decade, the overall entrepreneurial activities in the country are still at its infancy stage. Therefore, creating awareness about entrepreneurship increases knowledge about entrepreneurship as well influences attitude which might sway intentions (Linan, 2004).

Coupled with the recent call to diversify the Nigerian economy by the Federal Government of Nigeria (FGN) due to the declining value of crude oil that serve as the backbone of Nigerian economy, NBS (2015) statistics presents that only a few percentages of graduate students do have the zeal to create a new business startup. According to the finding of Ogbonna (2010), even though they have entrepreneurship background, the Nigerian youths are not willing to engage in entrepreneurial activities due to perceived risk associated with the new business venture startup.

Thus, focusing on these issues will create an avenue to understand and mitigate the Nigerian students' perception and educate them on how to calculate entrepreneurial risk in any opportunities seen that is opined to solve the real economic issues (Linan, 2004). More so, startup education is deemed necessary because of the cultural impact of the inhabitant of study context. Evidence from the study of Ogbonna (2010), the South-Western inhabitants "Yoruba people" are known for their culture that is of a business oriented. Therefore, it is assumed that most of the samples/subjects studied had some entrepreneurial background or idea needed by them is solving the practical questions about becoming self-employed (Linan, 2004).

Reviewing previous scholarly articles both past and contemporary, evidence shows that there are ongoing mix evidences regarding the significance of entrepreneurial education, although several of these studies have made prior prediction of the positive influence of entrepreneurial education on the intention of students to become entrepreneurs. A justification for the continual arguments among scholars generated from the no unified definition of entrepreneurship and thus, no specific method of teaching the subjects itself is clearly available (Fayolle & Klandt, 2006).

Through the review of literatures on entrepreneurial education, it is observed that all forms of entrepreneurial education examined by earlier scholars can be divided into three major types, namely formal, non-formal and informal education (Küttim et al., 2014; Ngugi et al., 2012; Lee et al., 2005; Lourenço et al., 2015; Mohammed, et al., 2011; du Bois-Reymond, 2003; Walter & Dohse, 2009). These three types or categories

of entrepreneurial education are three different but interrelated education types. Deductions from the reviewed literatures present that a successful combination of these three education forms, types or categories is said to be the best knowledge distribution channel.

It could be argued that this claim does motivate scholars to conduct some investigations on the adoption of non-formal and informal education in a formal education system that leads to the positive results. On the account of Bilic, Prka andVidovi (2011), making a comparative study between graduates and undergraduate students studying at the Faculty of Economics at University of Spilt, Croatia, using SEOB instruments, found the more entrepreneurial education or program exposure, the greater their inclination towards entrepreneurship. Evident from their empirical investigation presents that graduate students have a higher SEOB correlative index compared to students at the undergraduate and professional courses.

Thus, from the above arguments pertaining to the contribution of entrepreneurial education on students' entrepreneurial intention, this research posits a direct relationship between entrepreneurial education and students' entrepreneurial intention. This is presented in Figure 2.2 below:

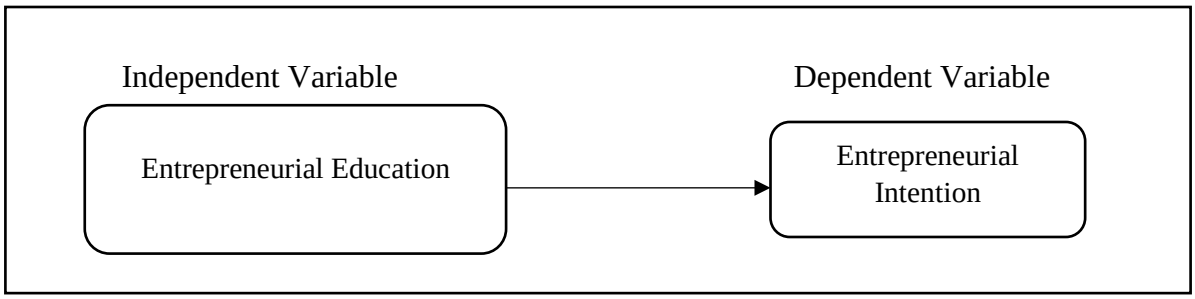


Figure 2. 2
Conceptual representation of the relationship between entrepreneurship education and entrepreneurial intention

2.4.1 Types of Entrepreneurial Education

From the arguments presented above, it is noted that entrepreneurial education taught by educational institutions cannot be isolated from daily activities and other forms of education. A complete education is a form of education capable of developing knowledge, train individual's mentality and build up acceptable character (Kevin, 1990). While Dib (1998) posited that to solve the problems facing the current formal education, non-formal and informal education needed to be considered as their successful implementation equipped the students with technical and ethical foundations that's lacking in formal educational settings. In a similar view, Moldovan and Bocos-Bintintan (2015) assert that the interdependence of these forms of education should be inseparable in order to achieve educational efficiency and thus, the three types of education should be inculcated into the present knowledge paradigm supported by the legal context.

Thus, before effective educational systems could be attained, there must be the presence of these three types of education, although it should be noted that effectiveness and successful implementation varies on instances (Dib, 1988; Etling, 1993), which might include supportive policies (Eurydice, 2011) and policy sustainability (Constantinescu,

2015). Supports for the three types of entrepreneurial education mentioned earlier, can also be evident from the study of Cucos (2002), Etling (1993), Malcolm et al. (2003) and Moldovan and Bocos-Bintintan (2015). On the account of Malcolm et al. (2003), these education types are not independent of one another, notwithstanding, they are more pronounced in different context and country level factors, especially through the delivery mode (Martínez, Levie, Sæmundsson & Schott, 2010). This research, thus discusses these three (3) types of education in entrepreneurship context.

Similarly, the study of Werquin (2010) attested to the positive influence of adopting informal and non-formal education, after the investigation was conducted on OECD nations. However, posited that the adoption of these forms of education is solely based on policy responses or insightful policy recognition, which might or does lead to the reaction from the populace. Example, giving by the author is the pro-action of the Norwegians to the 2008 crises. As acclaimed, the crisis was more favorable to the Norwegians because they recognized the concept of informal and non-formal learning that was blended with their natural resources and tradition of development and sustainability through human capital reliance. A concept paper by Sondari (2014) suggests empirical investigation that best disseminate entrepreneurial knowledge to really actualize their entrepreneurial intention.

Also, concerning the role of informal education as a process of enhancing intention to become an entrepreneur, Walter and Dohse (2009) divide entrepreneurship education into three different categories, namely, (i) active mode of entrepreneurship that consist

of seminar on business plan, (ii) theoretical entrepreneurial education; these can be said to be formal entrepreneurial education, contingent, which is based on regional education (non-formal) and the last category (iii) the influence of individual-level that entails family, role model and work experience (informal). They conclude a direct link between active modes 'formal education' of entrepreneurship and intention while at the same time positing that informal education, that is, the parental role model was found to compliment the formal entrepreneurship education.

Velásquez, Arias, Hernández, Marín and Pérez (2018) after examining students based on their perceive significance of entrepreneurial education, argue that students who are exposed to entrepreneurial education can be classified into three clusters, namely; students who have a positive attitude and aptitude, neutral that is, those who are indifferent and those students who perceive the negative attitude and aptitude towards entrepreneurial education. Furthermore, Velásquez et al. (2018) argue that for those students who perceive a positive aptitude towards entrepreneurial education after exposure, those are students who are willing to engage in entrepreneurial activities, having higher entrepreneurial intention. The second cluster of students who perceive neutral aptitude of entrepreneurial education effects are those who are indifferent with starting a new firm. The authors argued that the third set of students have negative aptitude and attitude towards entrepreneurship after exposure to entrepreneurial education.

Formal Entrepreneurial Education

This form of education is mostly found in all educational settings. According to previous authors, formal education's characteristics include organized model, rigid or fixed curriculum, which is delivered in accordance with a strict set of norms and laws (Dib, 1988; Malcolm et al., 2003).

Accordingly, entrepreneurial education provided by tertiary institutions falls under this category or types. Thus, over the years, studies on entrepreneurial education could have been assumed to be conducted to investigate the effects of formal entrepreneurial education on students' intention, especially among graduates' students. For example, Ekpoh and Edet (2011) conclude that exposing students to entrepreneurial education does influence career intentions in them.

Similar to this claim, the findings of Dabale and Masese (2014) favor the claim that entrepreneurial education does influence the students' intention to become an entrepreneur, after examining the entrepreneurial scores of alumni students. They found that those students who studied entrepreneurial education during their schooling days have a high rating score compared to their counterpart who do not. This, however, opposes the notion of Maina (2011) Lorz (2011) and Weber et al. (2009) where it was acclaimed that the intention to become entrepreneurs dampens after students had graduated. This, probably, is why Dabale and Masese (2014) have suggested entrepreneurship education must be included in academic curricula of every student irrespective of their area of specialization or study.

As posited by Farouk and Ikram (2014), with an empirical investigation of students at a Tunisia University, they claim that teaching entrepreneurial education influence student becomes an entrepreneur. In their empirical analysis, using F-test, 'entrepreneurial teaching' was found to have a predicting beta value less than .005 as well the overall model, including other factors examined has a p-value of .001 (pg.53) making the authors to have a strong affirmation of predicting the influence of entrepreneurial education on intention. This conclusion agrees with the decision of Weber, Graevenitz and Harhoff (2009) claiming that entrepreneurship education does generate signals which allow the student in evaluating their aptitude for entrepreneurial tasks. Notwithstanding, Weber et al. (2009) further mentioned that students' propensity has somewhat declined in the face of good class evaluation.

The findings of Lee et al. (2005), investigating the role of entrepreneurial education Chinese and USA students, indicate different level of entrepreneurial activities among the Chinese and the US citizen, even though they have similar entrepreneurial education curricula. This supports the conclusions from the arguments of Malcolm et al. (2003) and Martínez, et al. (2010) where it was argued that the pronouncement of various entrepreneurial education types differs in contextual interpretations. Thus, the role of culture comes into play. However, investigation of culture in this study is not considered because the changes in culture within a short period (single semester) is to minute to be measured. Therefore, the role of culture is listed as one of the limitations of this research in chapter five, section 5.6.

More supports of non-influence or non-significance of entrepreneurial education on students' intention to become entrepreneurs are found in the study of Maina (2011), where the author investigates Kenyan students taking an entrepreneurial class. The author concludes that the entrepreneurial education syllabus does not prompt any entrepreneurial conviction of the students surveyed. Also, stating that those with high entrepreneurial conviction of those who has prior experience or in a way engaged in entrepreneurial activities. This implies that the entrepreneurial education curriculum implemented in Kenya has less informal and non-formal entrepreneurial education contents, therefore, lacking to equip the students with the cognitive skills required, and thus, inhibiting the intention of students towards entrepreneurship.

Nevertheless, an investigation by Amos et al. (2015), examining the influence of formal education on Nigerian students in some southwestern state, posits a significant positive finding. This is in accordance with the finding of Gelard and Saleh (2010) acknowledging the fact that formal education contributes to intention to become an entrepreneur. However, they suggest for effective outcome of formal entrepreneurial education on students, effective policies should be put in place. An investigation by Ngugi et al. (2012) attests to the positive influence of formal entrepreneurial education on intention to become entrepreneurs suggesting that entrepreneurial education equips students with the required knowledge needed in the business world.

The conclusions of the investigations of Ajayi, Adeniji and Adu (2008), Akande (2012), Economist (2016), Lorz (2011) and Samuel, Bassey and Ikuenomore (2012) clearly

contradict the positive arguments on the effect of entrepreneurial education on intention to become entrepreneur. These authors are of the opinion that the formal educational system is nowhere equipping students with required cognitive skills needed to survive in the present-day volatile economy.

Nevertheless, the widely-used model of TPB, according to scholars such as Linan (2004) supports the similarities from the various definitions of entrepreneurial education, given by Fayolle and Klandt (2006), QAA (2012) and Virkkunen (2009), claiming that formal entrepreneurial education does change students' attitude and teaches them how to calculate business risk. Also, the conclusion from the study of Ngugi et al. (2012) does not really affirm that only formal entrepreneurial education equipps students with the needed skills as they suggest specialized training (non-formal) education is also needed to be blended into the current syllabus to fully achieve the objectives of formal education.

From the selected literature listed earlier, it can be argued that during students' study period at the higher institutions, formal entrepreneurial education does have an influence on students' intention to become entrepreneurs. This becomes the proposition of the study, even though, after graduation, some studies argued that the intention diminishes, while most studies remain silent on the entrepreneurial actualization.

Formal Entrepreneurial Education Awareness

Ever since entrepreneurship came into limelight, there have been several calls by scholars and practitioners the address the issues on the pedagogical entrepreneurial syllabus. For instance, the conclusion of Mitchel, Smith, Seawright and Morse (2000) indicates that the cognitive entrepreneurial script (education) should focus on creating more awareness of entrepreneurship. From the conclusion of Owusu-Ansah and Poku (2012), it can be spotted that students did not see entrepreneurship as a career option. Owusu-Ansah and Poku (2012), recommend setting up enterprise support centers that will motivate and create awareness to more students in recognizing self-employment as a career option.

On a similar account, Akpan, Effiong and Ele (2012) implore the Nigerian government to develop policies that will encourage practicability of learned theoretical education, making available capital for business formation towards or at the end of educational cycle. Furthermore, investigation by Mitchell et al. (2000) concludes, entrepreneurial education to be an eye opener for graduates to see a clear opportunity.

More so, Fretschner and Weber (2013) believe there is a cause and effect relationship between intention to become an entrepreneur among students and the awareness derived from entrepreneurship education exposure. One of the earlier study by Garavan and O'Cinneide (1994) that emphasizing on the awareness of entrepreneurial education argued that this type of education produces an ample number of people and making them realize their knowledge and capabilities about small business, choosing it as career

alternative and thus having an impact on the economy. With this view, Kyrgidou and Petridou (2013) conclude that now is the time to educate, train and develop proper individuals to face the entrepreneurial tasks of the later years.

Entrepreneurial Education on Business Startups

As argued by scholars, one of the main objectives of entrepreneurial education is empowering students with ideas and knowledge needed to start up their own businesses after graduation (Oghojafor, Kuye, Sulaimon & Okonji, 2009). Many studies have found the positive relationship between entrepreneurial education and business startups. For example, Mangasini (2015) reveals that university students have a low entrepreneurial inclination, however, mentions that those who studied entrepreneurial course have a higher inclination towards entrepreneurial activities. From the author's conclusion, there is an empirical evidence reveals that no prior business experience, inapt teaching approaches, lapses and lack of motivation from university programs to motivate students in the process of starting a business. These are some of the impeding factors of business start-up among the samples surveyed.

One of the main characteristics of entrepreneurial education is to educate the students on job creation (Okon & Friday, 2015). In view of Okon and Friday (2015), Nigerian economy can be improved through a quality education system that facilitates economic development and provides the basis for transformation. On the need and importance of entrepreneurship education in Nigerian society, Garba (2010) remarks current education system in Nigeria do not provide an avenue for innovation and development.

Thus, the author suggests the policy makers not to maintain the current education status quo, but, rather to formulate policies which will solve youth unemployment through education. A similar remark by Kenedy (2013) also indicates and calls the government to ease access to finance as initial capital needed in business startup among graduates. To strengthen this idea, the longitudinal study of entrepreneurship in India by IDCK (2016) has concluded that the dynamic support system in the country has influenced the growth level of innovativeness as well as create employment for vast majorities. The author thinks that credits have to be given to the social conventions of the entrepreneurial education for these revelations.

Informal Entrepreneurial Education

From the definition of informal education given by Blyth (2008) and Schugurensky (2000), it is the form of education that occurs as a course of conversation among people by connecting with other peoples' ideas that took place outside formal and non-formal or less pronounced in both formal and non-formal settings. This form of education emerges over time and often difficult to predict (Blyth, 2008; Schugurensky, 2000; Blyth, 2008; Schugurensky, 2000; Zeldin, 2004). As such, Zeldin (2004) has the notion that informal education is a powerful experience gained through conversing, which have the tendency to change one view the world around such individual.

As presented by Seymour (1972), informal education is best taught to students as a socialized form. Examples of such education, include gossip, peer-group conversation, role model, family interaction, course mate, relatives and so on (Amos, Oluseye &

Bosede, 2015; Blyth, 2008; Seymour, 1972). It is, however, with no special or concrete pattern or curriculum, but, virtually everyday events. As such, informal education is solely based on learning through socialization without any form of formality or preset rules as found in formal and non-formal education system.

Feasibly, diverse entrepreneurship studies had attempted to determine the influence of informal education. However, many of these studies do not tag their investigations to be informal education, but were sometimes dubbed as the influence of role models, socialization or social context (Apple, 2001; Inbar, 2003; Hargreaves, 2003; Seymour, 1972; Thompson, 2009). These studies do present that these external factors have influence on intention on students to become entrepreneurs.

In addition, Falck, Heblich and Luedemann (2012) examine the role of informal entrepreneurial education on students' entrepreneurial intention in the form of peer influence. Falck et al. (2015) argue that peer influence has a strong positive influence on entrepreneurial intentions among the students examined.

To improve the current education system, scholars had made investigations to determine the relationship, or the influence of informal relationship with the students' intention to become entrepreneurs. Example of this is the investigation made by Amos et al. (2015) emphasizing on the importance of informal networking (socialization) as it helps in developing entrepreneurial career among the students surveyed. Their analysis presents a beta and p-value to be .231 and .000 at $p < .05$ (pg. 9). In their conclusion, Amos et al.

(2015) recommend that in order to actualize the intention of these students, the entrepreneurship mentoring center that will encourage, motivate and develop students' entrepreneurial skills needed to be created both on campus and outside campuses.

Non-formal Education

Non-formal education in view of psychological scholars is, in some ways shares the properties of formal education. However, non-formal education at most times does occur outside school settings, it has a shorter duration compared to formal education and in most cases, it is voluntary (Dib, 1988; Schugurensky, 2000). This form of education was, at initial stage designed for adults and children (Schugurensky, 2000). However, studies show that inculcating this form of education into the widely adopted formal education does yield positive outcomes (Dib, 1988).

Non-formal education, according to Etling (1993) creates a more knowledge environment compared to the formal education settings, arguing that curriculum contents delivered to the receiver (students) are selected according to the needs; thus, knowledge distribution is therefore maximized. Realizing the effectiveness of non-formal education, disciplines such as engineering and medicine have inculcated this education into the formal education setting through an internship program (business and social science programs) and house-man-ship (medical doctor students). Likewise, non-formal education has been widely adopted by firms and organizations or teaching institutions to provide on-the-job-training for all students, but, this is based on

preferences and strictly administered to those who are interested (Moldovan & Bocos-Bintintan, 2015; Cucos, 2002).

Concerning the argument of Martin and Osberg (2015), evidencing the contribution of non-formal entrepreneurial education in the form of mentoring, the authors argue that both students and practitioners attest to its usefulness in the sense that it creates a useful learning environment which allows easy transfer of ability and knowledge through experience sharing. Furthermore, Martin and Osberg (2015) argue that through non-formal entrepreneurial education, students' 'mentee' entrepreneurial self-efficacy and self-confidence are enhanced and it also serves as the best channel to acquire tacit knowledge confirming earlier studies such as studies by Dib (1988) and (Schugurensky (2000).

Martin et al. (2011) in their study argue that the day-to-day activities in the labor market change spontaneously thus, new competencies are required and needed to be developed. Therefore, they propose the interplay between economic actors, namely 'universities, enterprises, stakeholders and policy makers' as their functions are interrelated and cannot be separated from one another due to their interdependence.

In summary, as evidence from these few literatures, the three types of entrepreneurial education observed and investigated in this research are interdependent and interrelated and thus, should not be separated. The informal and non-formal entrepreneurial education as evidence from these studies are those types of education that furnish the

students with the needed and required skills needed to compete and flourish in a volatile economy as it is being experienced. In this sense, the author concludes that these three types of entrepreneurial education mixed constitutes to the effectiveness and the realization of enhanced entrepreneurial intention among students.

2.4.2 Entrepreneurial Education Types and Entrepreneurial Intention

Evidence shows that formal entrepreneurial education might not provide students with the required knowledge, skills and the capability to embark on a career path. For instance, Md-Yassin, Mahmood and Jaafar (2011) with a similar deduction to Akande (2014) and (Economist) (2016) opined that the current entrepreneurial education syllabus must be examined for effectiveness as well as for teaching approaches. Meanwhile, Fayolle (2000) suggests the re-visitation of other undermined forms of education and the influence of education environment in the socialization process. Adelaja (2015) suggests more informal and non-formal activities to support entrepreneurial education after comparing the intention of public and private universities.

More so, McStay (2008) concludes a positive relationship and a significant difference between student prior experience and their perceived desirability. This experience can be achieved through exposure to the industry itself; that is, the real economy (*See*: Adelaja, 2015; Shukur, Adelaja & Minai, 2018). In addition, Martin and Osberg (2015), exploring the pros of mentor and mentee (that is, contribution of informal and non-formal) entrepreneurial education in complementing the formal entrepreneurial

education in Romania, argue that these forms of education create an adequate learning environment that encourage experience sharing. With this sharing of experience, the author argues that students' self-confidence and entrepreneurial self-efficacy are enhanced. In summary, Martin and Osberg (2015) conclude that informal and non-formal entrepreneurial education in the form of mentor and mentee relationship are the best channel to acquire tacit knowledge through knowledge and ability transfer.

2.5 Government Intervention on Entrepreneurship Activities

From the previous studies, it was observed that entrepreneurship does contribute to economic development (Kayed, 2006; Kumar & Liu, 2005). However, Sautet (2013) argued that the case in the developing world is ambiguous and the entrepreneurial ventures created in these countries merely survive the nascent stage. Despite the numerous scholarly articles on entrepreneurship, some of these focus on the influence of government or institutional policy that encourages and/or strengthens entrepreneurial activities or otherwise.

An investigation by Harding and (2010) reveals the effectiveness of policies solely depends on approaches employed by the institution. According to Harding and Harding (2011), effective policies are assumed in an economy when there is demand for such policies in the capital building. Nevertheless, to the limited knowledge of the researcher, policies, sustainable policies were reported by a few previous scholarly articles to present a cyclic relationship. For example, the study of Acs and Szerb (2007) proposed to the government of developing nations to focus on developing human capital, upgrade

the available technologies as well as encourage enterprise development, which are the drivers of entrepreneurial activities on a long-term plan at an early stage because short incremental changes on this might be a difficult task.

In a similar investigation, Williams and Nadin (2012) observed entrepreneurial activities sprout that operate from both legalize and an informal environment. Based on their findings, it was suggested that governments to formulate and implement policies that support the growth of these ventures towards complete formalization. Meanwhile, Murdock (2012) believes policy in term of trade-off "deregulation" dampens the growths of entrepreneurial activities and such, the author calls for supportive institutions to help create and develop entrepreneurial economies in order to realize the economic benefits of entrepreneurship. While arguing about the issues of policies and entrepreneurship, Méndez-Picazo, Galindo-Martín and Ribeiro-Soriano (2015) using distributive justice argued policies made in support entrepreneurial growth could as well influence other economic agents.

The unwelcome claim given by Méndez-Picazo et al. (2015) was, in a bid to reduce fierce competition and profit increment introducing monopolistic market, the negative effect on entrepreneurs. In order to encourage the spirit of entrepreneurship and economic growth, the authors argue that there must be a fair compensation plan put in place. Correspondingly, Xheneti and Smallbone (2008) argued policies to be two "facet sword" as it can be used in promoting or to hinder entrepreneurial activities by the

government through the increased legitimacy, environment regulations and also its wider role in the societies with little entrepreneurship activities.

In addition, Kumar and Liu (2005) and Kayed (2006) argued policies to be favorable from the opportunities created the globalization phenomenon. In their view, the policies and supports from the government and all stakeholders create an expansion avenue for the local entrepreneurs to tap into the global markets, therefore, contributing to the nations GDP.

2.5.1 Government Supports and Entrepreneurship

Government policy in this study was treated as a moderator based on the propositions of previous scholars. Baron and Kenny (1986) said that the moderator alters the strength or nature of the relationship between independent and dependent variables. Similarly, an earlier study by Sharma, Durand and Gur-Arie (1981) suggests a moderator is introduced into a research investigation if the predictive efficacy of independent variable or the form of the relationship observe varies systematically as functions of other factors.

Moreover, Andersson, Cuervo-Cazurra and Nielsen (2014) suggest two ways in which moderator variable can be used in a research work after conducting investigations on manuscripts submitted to the International Journal of Business, a reputable journal in the business world. According to these authors, moderating effects can occur in two different forms which are across and within level of analysis. As explained by

Andersson, et al. (2014), to conduct a moderating effect within subject analysis, there must be a link or relationship between the dependent and the independent variables. Later on, the moderating variable is observed to have an influence on this relationship, between the independent and dependent variables.

Also, evidence from previous findings on the influencing factors of entrepreneurial intention and/or innovativeness, suggested that, in order to realize the effectiveness of influencing factors, entrepreneurial education, access to finance and other external factors that influence entrepreneurial activities, there must be institutional support through favorable policy from the government, in the case of a country (Adesulu, 2014; Adeyemi, et al., 2012; Brand, et al., 2007) and encouraging and supportive policies in the case of firms or organizations (Orji & Ogbuanya, 2016; Fayolle. 2007). In addition, evidences regarding government policy as a moderating variable are scant in Nigeria are found to be very limited. From the literature, majority of the studies available are carried out in European Union and the Western World.

Hence, in order to ascertain the nature and strength of the relationship and to clear the ongoing arguments among scholars on entrepreneurial education, this research work finds that it is ideal to investigate the contribution of government through the different policies in eradicating graduates' unemployment and diversifying the economy through different entrepreneurial programs. In light of the above arguments, on the moderating effects of government policies on entrepreneurial education and intention, the moderating effect in the form of the research framework below is proposed.

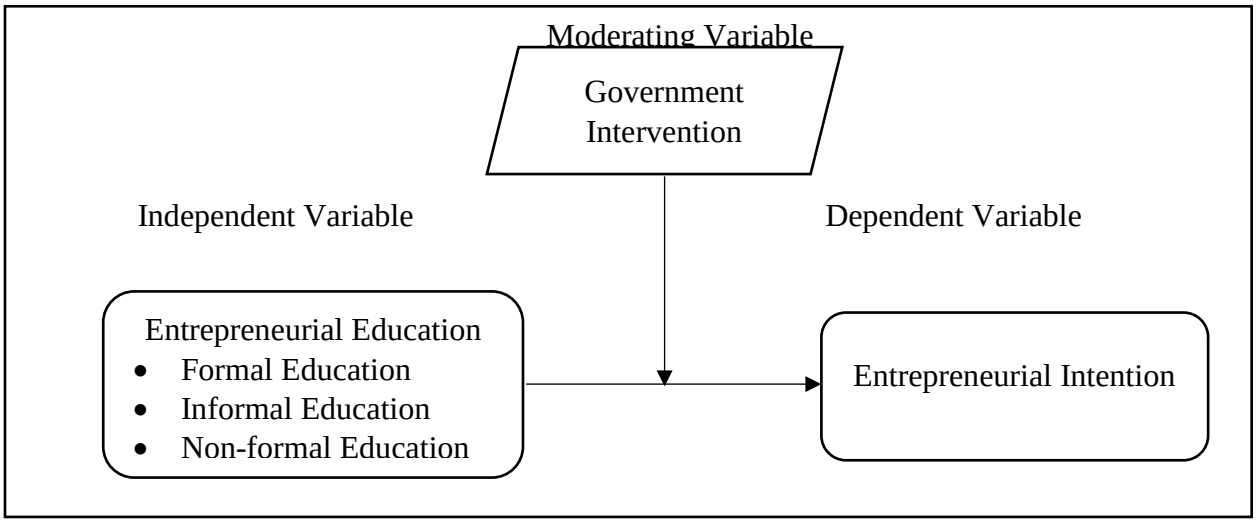


Figure 2. 3
Moderating effect of government policies on entrepreneurial education and entrepreneurial intention.

2.5.2 Unified Entrepreneurial Education and Entrepreneurship

The recent trend in globalization and competitiveness can be attributed to the emergence of governments and higher educational institutions to offer a unified entrepreneurial education syllabus (Othman, Othman & Ismail, 2012). On the account of Joardar, Wu and Chen (2014), globalized entrepreneurial education exposes opportunities and at the same time unearths some challenges to students. In the lecture note, Joardar et al. (2014) noted that the influence of globalized entrepreneurial education creates active involvement of young students in entrepreneurial activities, improves networking and communication among students of different educational background, assists in the improvement in cross-cultural relationships and improves competition among different nations.

In support of globalized entrepreneurial education, Colantone and Sleuwaegen (2007) argued that entrepreneurship activities can yield a positive effect if and only if proactive

measures are taken through education and networks. More arguments in favor of globalized entrepreneurial education are evidence from the conclusion of Christian (2014). According to the view of the author, in order to produce or empower the would-be entrepreneurs in Nigeria, the adoption of pedagogical process, example of which includes coaching, mentoring, case studies and developing a feasible business plan should be used to train Nigerian youths

In contrast, Joardar et al. (2014) felt skeptical about the practicability of the theories postulated by actors of the universal entrepreneurial education curriculum by posing a question “can the theory be practiced?”. More so, international capabilities of faculties and staff implementing the globalized entrepreneurial education are questioned. Likewise, can the differences in educational system accommodate this globalized entrepreneurial education? Similar to the points highlighted by Joardar et al. (2014), the study of Bette (2012) urged the youths to embrace the challenges posed by the current wave of globalization that has caused not only changes in the syllabus, but altered the instructional process to acquire the skill of competitiveness capacities and basic skills needed in this globalized world, as the old traditional system seems to be ineffective. In addition, the authors suggested improvement in entrepreneurial teaching process so that the larger society can benefit.

2.6 Underpinning Theory

From the several available theories which might be employed to strengthen this present research, which are not limited to, the social marginality model, psychodynamic model

and psychological theories which include theory of planned behavior and Shapiro model of entrepreneurship are the theories being examined as the underlying theory for the study. Of these different models, this research favors the theory of planned behavior. The major reason for doing this is that the link between entrepreneurial education and students' entrepreneurial intention had been established and applied in many prior literatures (Holmström et al., 2015; Obsschonka & Stuetzer, 2017). More so, entrepreneurial education is argued to be among the psychological factors capable of enhancing students' entrepreneurial intention through a change in attitude, subjective norm and perceived behaviors (Fayolle & Klandt, 2006; Holmström et al., 2015; Obsschonka & Stuetzer, 2017; Virkkunen, 2009).

2.6.1 Theory of planned behavior

The major underpinning theory utilized in this research work is the theory of planned behavior "TPB" by Ajzen (1991). TPB is a psychological theory used in predicting human behavior under diverse conditions (Sanchez, 2013). On many occasions, the theory had been empirically proven to be one of the best predicting models in determining the intention to behavior (Akmaliah, & Hisyamuddin, 2009; Ambad & Damit, 2016; Sánchez, 2013; do Paço et al., 2011). The TPB theory posits that human behavior is the function of beliefs, relevant information and applicable to a certain behavior (Ajzen, 1991; 2001). The model according to the pioneer, (Ajzen) is a modified version of Theory of Reason Action (TRA) that consists of three factors deemed to be responsible for any human to perform an action, namely: attitude towards

behavior, subjective norm and perceived behavioral control as presented in the figure to follow.

Widely adopted, not only in social science, this theory had been used in several research fields such as information technology, communication and media, marketing, purchasing, communication and lots more (Cameron, Ginsburg, Westhoff, & Mendez, 2012; Shah Alam, & Mohamed Sayuti, 2011; Yang & Zhou, 2011). In entrepreneurship, the TPB theory had been widely adopted and becoming one of the most prominent theories in the field of study. Several researchers such as Akmaliah and Hisyamuddin (2009), Ambad and Damit (2016) and Miranda, Chamorro-Mera and Rubio (2017) have employed this theory to predict the entrepreneurial intention of individuals and it has proven to be a reliable model.

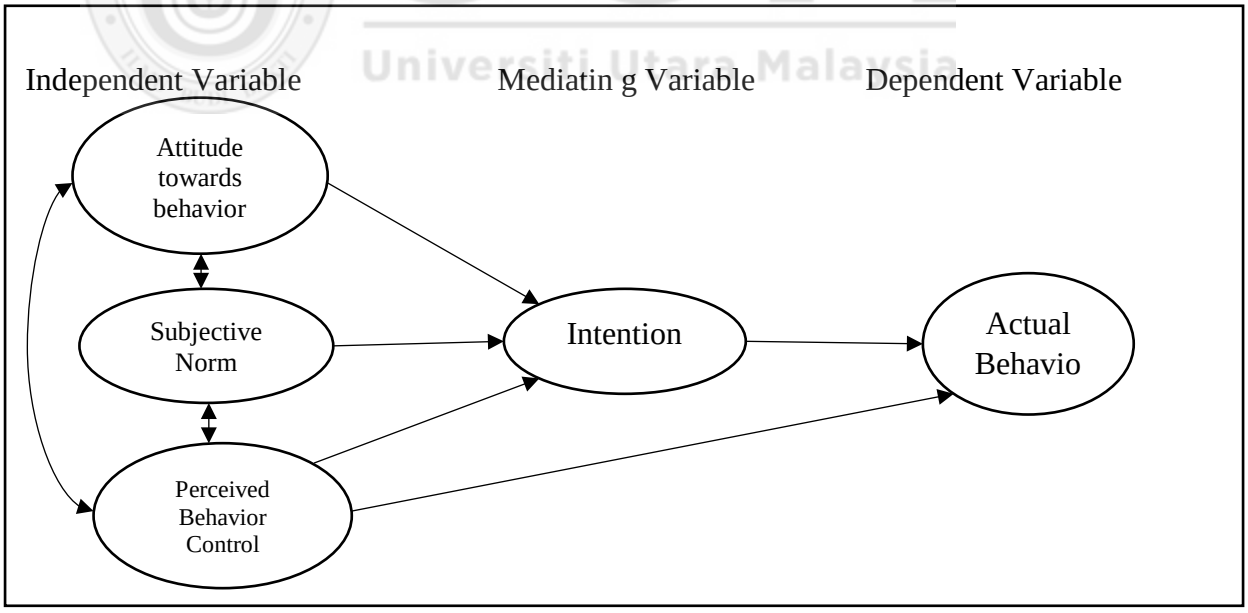


Figure 2. 4
Theory of Planned Behavior
Source: Ajzen, 1991.

2.6.2 Components of Theory of Planned Behavior

The factors below are the summary of the components that make up the theory of planned behavior. These includes attitude, subjective norm, perceived behavior control, intention and actual behavior.

Attitude: Attitude towards entrepreneurial activities is referred to as an individual appraisal, which might be fair or against the entrepreneurial action. According to Asare (2015), attitude towards entrepreneurial action is the concluding action of individual beliefs. Over the years, there have been oceans of studies that examine the contribution of entrepreneurial education in improving the students' belief or enhancing students' entrepreneurial attitude such as Bilic et al. (2011), Olushola (2017) and Velásquez et al. (2018).

Subjective Norm: Subjective norm is said to be the social pressure an individual receives either to engage or not to engage in a given behavior. Scholars argue that subjective norm is the sum-up of normative belief and motivation to comply with such belief. In this regards, entrepreneurial education was argued to enhance entrepreneurial motivation of students after entrepreneurial education exposure, which translates to higher entrepreneurial intention (Karlsson & Moberg, 2013; Volery, Müller, et al., 2013; Sanchez, 2013).

Perceived Behavior Control: According to Ajzen theory of planned behavior, perceived behavioral control (PBC) is among the factors that predict an individual

intention to act. It implies the individual's perception is either to engage or to retard from any given action (Asare, 2015; Kanu, & Kanu, 2000). Several social science researches employ the theory of planned behavior to examine the significance of perceived behavioral control in predicting intention to behave in a certain behavior (Chen & Zimitat, 2006; Yang & Zhou, 2011). Similarly, in the field of entrepreneurship, perceived behavior has been examined to predict entrepreneurial intention, for example, Heuer and Kolvereid (2014) and Lortie and Castogiovanni (2015) conclude that the students' perceived behavior significantly predicts intention to become entrepreneurs among students especially after exposure to entrepreneurial education.

2.6.3 Justification and Significance of TPB Components and Entreprenurial Intention

From the work of Ajzen (1991), explaining the behavior of humans is a complex and tedious task. Nevertheless, the difficulties can be addressed with different level of psychological process refer to personal and social psychology. These two-psychology level can as well be changed using education which is the reason why many scholars examine the entrepreneurial intention by exposing students to entrepreneurial education (Holmström et al., 2015; Obschonka & Stuetzer, 2017).

Conferring to the psychological nature of entrepreneurial education in instilling positive change factors that influence entrepreneurial intents in students after being exposed to entrepreneurial education (Holmström et al., 2015; Obsschonka & Stuetzer, 2017), the model assumes that after students are exposed to entrepreneurial education, they're

supposed to possess a positive result. In view of this, the relationship between entrepreneurial education and entrepreneurial intention is presented.

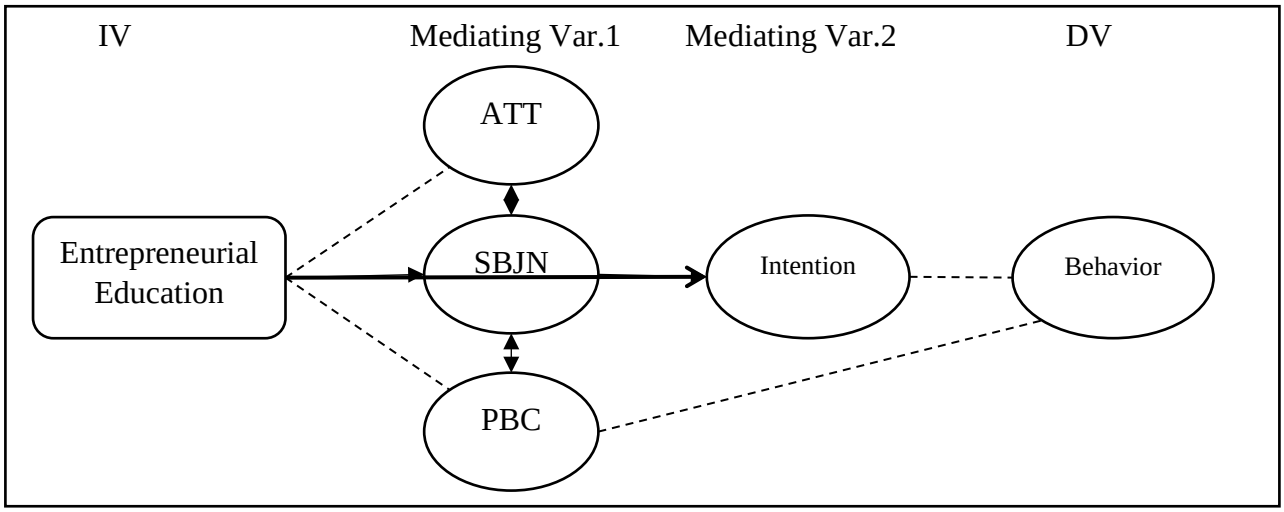


Figure 2. 5
Entrepreneurial Education on Entrepreneurial Intention

Although the TPB model extends to the actual behavior of the individuals (Ajzen 2001), this research stops at the stage of entrepreneurial intention. This is due to the objective of this research, which is to examine the students' current predisposition of entrepreneurship before and after taking an entrepreneurial education class rather than the long-term effects of "the actual entrepreneurial behavior or action", that is influenced by not only education but other push and pull factors (Bakar, Islam & Lee, 2013).

Moreover, there are several studies which employ TPB theories, but halt the investigation on students' entrepreneurial intention without proceeding to actual behavior (Sánchez, 2013; Varamäki et al., 2015). This is because these scholars are interested in examining the current predisposition which might be influenced by

entrepreneurial education and not the actual action of entrepreneurship. However, a conceptual review by Fayolle and Linan (2014) suggests that this model is mostly being used and confirmed in survey investigation. However, there are limited evidences that the TPB theory is being used in experimental research approach.Thus, Fayolle and Linan (2014) called for its examination in an experimental design investigation, like having different data collection points at different time.

2.7 Methodological Approaches towards Investigating Entrepreneurial Education

This section is concerned with critical reviews of earlier studies on various methodologies employed to examine the influence, contribution or significance of entrepreneurial education on entrepreneurial intention. To accomplish this task, this research divides the various methods used into two, namely cross-sectional and longitudinal (experimental research approach) of data evaluation. Those studies that evaluate the contribution of entrepreneurial education on entrepreneurial intention over a population using single sample surveyed at a particular time are categorized under cross-sectional methods. While those who gather the research data from the same sample more than once are identified and placed under longitudinal research methods. This research further classify prior empirical studies based on the research method used. As such, the study's conclusion, deductions and suggestions were reported in the subsections below.

2.7.1 Reviews on Survey Methodological Approaches

Several of the available literatures on entrepreneurial intention fall into the categories of survey methodology to make their verdict on the influence, contribution or significance of entrepreneurial education on intention of students towards entrepreneurship. For example, the study of Olushola (2017) who uses a survey involving a one-time data collection, examining the effects of entrepreneurial training for young people in Malaysia. Olushola (2017) findings are logical enough and widely accepted with the report claiming students were able to develop their entrepreneurial ability and their intention after being exposed to entrepreneurial training.

Similarly, the survey study by Weber, Von Graevenitz and Harhoff (2009) indicates students who are exposed to entrepreneurial education class were found to generate signals that assist them in evaluating their own aptitude for entrepreneurial responsibilities. They also use a one-time survey in their survey and their work is frequently quoted.

Table 2. 1

Summaries of some few studies examining entrepreneurial education using survey approach

Author & Year	Methodology	Findings
Olubola (2017	Survey method of data collection and SEM in analyzing	The positive influence of entrepreneurial training on individuals who are exposed to such trainings
Weber, Von Graevenitz and Harhoff (2009)	Survey method of data collection using Bayesian model.	Ability to generate signals to evaluate self-entrepreneurial aptitudes.
Adelaja and Arshad, (2016)	Survey method to compare influencing factors between public and private universities in northern Malaysia.	Concludes the significance of entrepreneurial education to both samples
Olomi and Sinyamule (2009)	Survey method of data collection	No concrete evidence linking entrepreneurial education to intention towards entrepreneurship.
Maresch, Harms, Kailer and Wimmer-Wurm (2016)	Survey method of data collection.	Neither support nor oppose the contribution of entrepreneurial education. However, argues entrepreneurial education is greatly influenced by the context
Ekpoh and Edet (2011)	Entrepreneurship Education and Career Intentions Questionnaire (EECIQ) questionnaire and frequency distribution to analyze the data.	Samples surveyed have the mindset of gaining employment and creates their own small businesses.
Bilic, Prka, & Vidovi, 2011	The survey uses SEOB instrument method to make a comparison between two different samples	Students who were exposed to entrepreneurial education have a higher inclination towards entrepreneurship
Velásquez et al. (2018)	Survey method.	Mix evidences of entrepreneurial education on aptitude towards intention
Farouk and Ikram (2014)	Empirical investigation.	Entrepreneurial education has significant influence on students' entrepreneurial intention
Lee et al. (2005)	Survey methods to compare the effect of entrepreneurial education between Chinese and US students.	Different contextual effects of similar entrepreneurial education curriculum
Maina (2011)	Survey methodology.	Negative effect of entrepreneurial education on students' entrepreneurial intention. Students' who have entrepreneurial intention after entrepreneurial education class have prior entrepreneurship knowledge
Olushola (2017)	Survey method of data collection	Students develop the entrepreneurial abilities after being exposed to entrepreneurial training.

2.7.2 Findings from Longitudinal Studies on Entrepreneurial Intention

Contrary to the one-time cross-sectional study in examining the significance of entrepreneurial education on entrepreneurial intention discussed above, some scholars on the other hand, tried to address the issue of mixed evidences of the significance of entrepreneurial education on students' entrepreneurial intention, examine the impact of entrepreneurial education on students' entrepreneurial intention using the pre-test and post-test control and treatment data collection approach.

Insights into these studies reveal that students whom were exposed to entrepreneurial education have higher entrepreneurial intention compared to the control group, that is, those students without entrepreneurial education exposure. For example, the study of Karlsson and Moberg (2013) using pretest and post-test control and treatment group concludes that entrepreneurial education has some positive effects on students' entrepreneurial self-efficacy and attitudes among nascent entrepreneurs. Similarly, the study of Sanchez (2013) indicates students who receive entrepreneurial education in the treatment group show a higher propensity towards entrepreneurship when compared with the students in the control-group whom are not exposed to entrepreneurial education.

Similarly, DeTienne and Chandler (2004) conducted similar investigation using a Solomon Four Group Designed experiment to examine the entrepreneurial characteristics (opportunity recognition). They argue that entrepreneurial education offered improves students' opportunity recognition abilities, as well as an innovative

idea generation. Nevertheless, the authors argue that the tendency towards innovation does not have significant effects on the learning process of identifying opportunities. With this, it can be concluded that the study of DeTienne and Chandler (2004) posits mixed evidences of entrepreneurial education. Likewise, Menzies and Paradi (2002) conclude that entrepreneurial education taught to engineering students improves and enhances their tendency to become entrepreneurs in the Canadian context.

Although, most of the prior studies that employs pre-test and post-test control and treatment research method indicate entrepreneurial intention in favor of the treatment group, that is, students exposed to entrepreneurial education have better inclination towards becoming entrepreneurs. Nevertheless, there are few studies that oppose the view of these scholars. Hence, the mix evidences that is prominent with survey methodological approaches existed using pre-test and post-test research method

Further study by Ismail and Zain (2015) which was conducted using a quasi-experimental non-randomized method to investigate the effectiveness of entrepreneurial education. To conclude this argument, the authors lay emphasis on entrepreneurial characteristics, namely need of achievement, need of autonomy, risk-taking propensity and endurance. Employing a comparative analysis, Ismail and Zain (2015) conclude some notable improvements in students' need of achievement and endurance while students' propensity towards risk taking and the need for autonomy have a weak score after the comparison. In addition, with the adoption of quasi-experimental research design, Volery et al. (2013) argue exposing students to entrepreneurial education

increases their personality traits examples of which include risk-taking and autonomy as well as students' overall entrepreneurial beliefs.

On a contrary, study by Joensuu, Viljamaa, Varamäki, & Tornikoski, (2013) using data collected longitudinally shows a decrease in students' entrepreneurial intention over time. Meanwhile, the authors conclude students' initial entrepreneurial intention level does not influence the future intention development. Likewise, the conclusion of the investigation made by Varamäki et al. (2015) shows the decrease in entrepreneurial intention over time, especially among those with higher intention at the initial stage while those with lower intention were raised to a neutral level.

In addition, Joensuu-Salo, Varamäki and Viljamaa (2016) argue that over time, students' entrepreneurial intention decreases. In support of this argument of negative and insignificant findings of entrepreneurial education on entrepreneurial intention, Oosterbeek, van Praag and IJsselstein (2008) argue entrepreneurial education failed to yield the anticipated desired result by concluding that the effect of entrepreneurial education on students' self-assessed entrepreneurial skills and their entrepreneurial intention is negative and insignificant.

Table 2. 2
Summary of more than One-time Investigation

Author & Year	Methodology	Findings
Karlsson and Moberg, (2013)	pretest and post-test control	Positive effect of entrepreneurial education.
Sanchez (2013)	pretest and post-test control	Treatment group exposed to entrepreneurial education has higher propensity towards entrepreneurship compared with control group who are not exposed to the entrepreneurial education.
DeTienne and Chandler (2004)	Solomon Four Group Designed experiment	Mixed evidences of entrepreneurial education in the sense that entrepreneurial education offered does improve students' opportunity recognition abilities and innovative idea generation. Tendency towards innovation does not have significant effects on learning the process of identifying opportunities.
Ismail and Zain (2015)	Quasi-experimental design	Notable improvements in students' need of achievement and endurance while students' propensity towards risk taking and need for autonomy have a weak score after the comparison
Joensuu, Viljamaa, Varamäki, and Tornikoski, 2013	Longitudinal data were collected	Decrease in entrepreneurial intention while study. Initial intention level does not influence the future intention development
Varamäki, Joensuu, Tornikoski, and Viljamaa, (2015)	Longitudinal data from 197 HE students, in their first and third year of studies,	Decrease in entrepreneurial intention over time especially among those with higher intention at the initial stage. While those with lower intention were raised to neutral level
Volery, Müller, Oser, Naepflin and del Rey (2013)	Quasi-experimental design	Increase entrepreneurial beliefs, personality traits examples of which includes risk-taking and autonomy.
Sánchez (2013)	Quasi-experiment, control and treatment group	Students in treatment group have increased intention to become entrepreneurs, confirming TPB theory.
Oosterbeek, van Praag and IJsselstein (2008)		Negative insignificant effect of entrepreneurial education on students' entrepreneurial intention.

2.8 Brief History about the Research Context and Entrepreneurship

Nigeria is located at the western side of the African map sitting on longitude 8^{0}00E and latitude 10^{0}00N (Map of the World, 2018). Bounded in the north by Niger North-East by Chad Basin, in the east by Cameroun, in the west by Republic of Benin and the South-

west which is the context of this study marked in “red ink” is surrounded by Atlantic Ocean and called Gulf of Guinea.

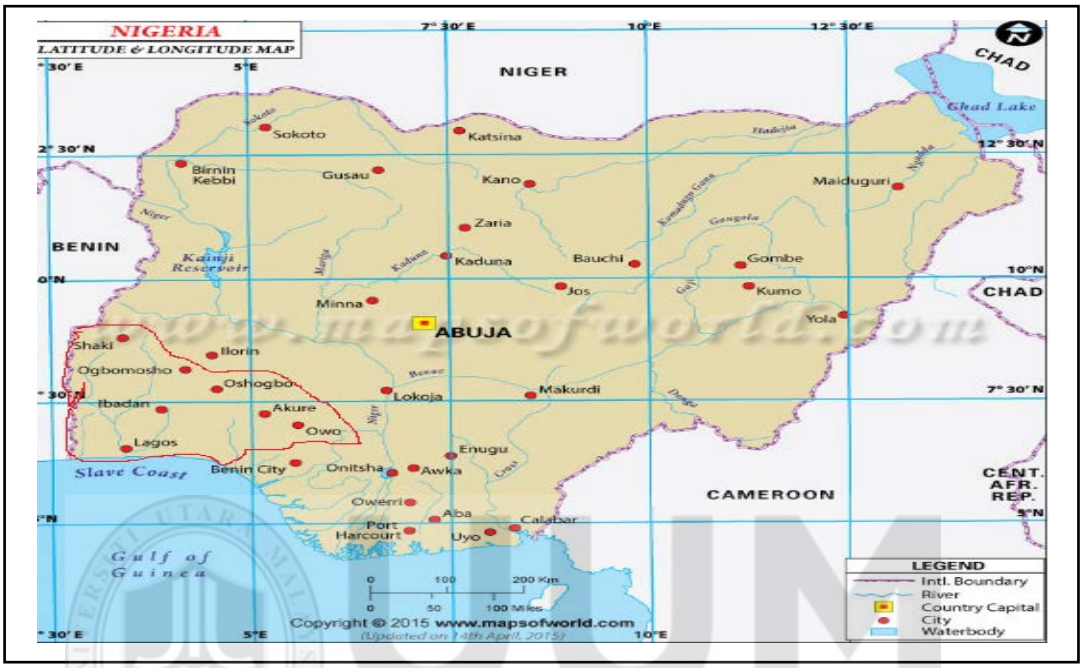


Figure 2. 6
Nigerian Map
Source: Map of the World (2018).

Nigerian culture is known globally for its vibrancy, especially the Yoruba culture that dominates the southwestern region. The southwestern region is made up of six states, namely: Lagos, Osun, Oyo, Ondo, Ogun and Ekiti, enclosed in a red line in the map of Nigeria shown in Figure 2.6 above; and some part of Kwara State which is regarded as middle-belt by some individuals for political reason. These states were known for shared similarities in cultural beliefs, norms and values are said to have a total of sixteen (16) kingdoms that oversee the affairs of the tribes (Ogbonna, 2010).

Among the Yorubas, the tribe that dominates the southwestern part of Nigeria, business activities is culturally encouraged (Ogbonna, 2010). However, the investigation by Oti and Ayeni (2013) concludes that the influence of globalization and civilization has contaminated this business culture and ethics within Yoruba race therefore, the business culture is heading towards extinction. The result of the investigation by Oti and Ayeni (2013) can therefore be attributed to one of the factors that brings about the high rate of unemployment among tertiary institution's graduates in southwestern Nigeria because soft skill jobs are now seen as menial job not fit for graduates and regarded as “job” for the underprivileged. Hence, business values and norms are lost not only in Nigeria, but, across the globe (Fanimo, 2015; Marie, 2015; Oluyomi & Adedeji, 2012; Nguyen, 2015; Sukumaran, 2015).

The phenomenon or trend among the Yoruba youths (graduates) can therefore be best explained by the concept of post-materialism (Inglehart, 1990). According to Inglehart (1990), culture with post-materialist concept is less likely to favor entrepreneurship simply because the youths in Nigeria lack confidence in goods produced locally (Iroegbu- Chikeize, 2015), citing the speech of Muda Yusuff who is the Director General, Lagos chamber of commerce and Industry “LCCI” causing foreign branded goods to be favored over locally manufactured goods (Zareei & Ashtiani, 2015).

2.8.1 Literature Gap and Contributions

From the review of earlier studies, the following gaps were observed:

1. The first gap observed was the inability of earlier studies to amalgamate the fragmented entrepreneurial education types into a single research model.

2. Methodological flaws in examining entrepreneurial education as one of the psychological factors by earlier scholars in tandem with the view of psychologists. That is, examining the studied sample at a different stage upon completion of entrepreneurial education.

2.9 Summary

In summary, this chapter highlights the significance and the effects of the independent variable (entrepreneurial education and its types) on students' entrepreneurial intention. Furthermore, this chapter points out the moderating role of government intervention measured by government supports and the adoption of unified entrepreneurial education syllabus on the relationship between the independent variable and the dependent variable investigated from the perspective of students taking entrepreneurial education. Also, this research underpins this investigation by adopting the widely used theory of planned behavior to test this theory under specific condition or context of the study.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

At this stage of the thesis write-up, this chapter also covers about the research philosophy that deemed necessary to justify the use of two-time cross-sectional data collection adopted in this study. It discusses on the philosophy of the quantitative research methodology that normally settle with one-time cross-sectional data collection and explains why the two-time data collection approach creates no issue if being done properly.

Furthermore, the framework to guide the research work was identified and presented. Also, the research hypotheses were dully formulated. Thus, in this chapter, attentions are given to the research framework and the hypotheses formulated that explain how the research objectives are achieved. In addition, the study population, samples size and selection were discussed in this chapter. The last section in this chapter identifies and proposes suitable analysis techniques that were used in analyzing the data collected through the instruments designed for data collection in the subsequent chapter four.

3.2 Research Philosophy

3.2.1 Nature of Research Philosophy

In any research process, it is very important that the researcher understands the research philosophies or the paradigms that contribute and add to research quality and creativity

(Easterby-Smith, Thorpe & Jackson, 2012). Within this view, the knowledge of epistemology and ontology is critical in addressing research philosophies. This is because the ontological and the epistemological positions of the researcher influence his or her choice of what data to collect, how to collect and analyze the data, the meanings of data and the extent of the generalizability of research findings.

Given these, the first point proposed by Easterby-Smith et al. (2012) is understanding the research philosophies that help the researcher to highlight and specify the best suitable methods for the study at hand. This includes identifying the source of data; types of data needed for the investigation, answering the proposed questions and finally, it also helps the researcher in interpreting the findings of the research.

The second point focuses on having insights into the research paradigm, which helps the researcher to have the foreknowledge of possible research limitations pertaining to the methodology employed. The third important point proposed by Easterby-Smith et al. (2012) and Easterby-Smith (1997), is to have knowledge of the best research paradigm. This creates room for innovation and creative thinking in selecting and adopting methods that the researcher was searching for.

Nevertheless, there are differences between ontology and epistemology. Holden and Lynch (2004) describe ontology as peoples' world view, be it objective reality that exists or a subjective reality formed in people's mind. While epistemology on the other hand, is concerned with the process of discovering the nature of reality that exists in the

world (Easterby-Smith et al., 2012). In light of this, Holden and Lynch (2004) described research paradigm as a set of beliefs, assumptions or perceptions that serve as a guide for researchers to investigate and understand a phenomenon. According to Easterby-Smith et al. (2012), Holden and Lynch (2004) and Polit et al. (2001), there are three different types of research paradigm, namely: (i) positivism, (ii) interpretivism or constructivism and (iii) realism.

According to the positivism school of thought, positivists are said to base on a realist ontology that observed and measured phenomenon directly through quantitative means. The characteristics of positivist as put forward by Easterby-Smith et al. (2012) include the independent of the researcher from the investigation, no biasness based on human interest, there must be a causal relationship, the researches must have deduction and hypotheses, the unit of analysis must be reduced to the simplest term and the last is theory verification. More so, Holden and Lynch (2004) and Sekaran and Bougie (2013) argue positivist are more concerned with the rigorousness and the replicability of their research, the reliability of observation and the generalizability of research findings.

A little discussions on the non-positivism viewpoint, in contrast, constructivism or interpretivists are concerned about the in-depth knowledge of a phenomenon instead of building on existing theories contrary to the positivist school of thought. In addition, interpretivists believe multiple realities exist about a phenomenon and the meanings that people ascribe to a phenomenon depend on the contextual factors and hence, lead to

different interpretations (Easterby-Smith et al. 2012; Holden & Lynch, 2004; Sekaran & Bougie, 2013).

From the above arguments, the characteristics of both positivism and constructivism show the two have opposing worldviews. While positivists believe in the existence of an objective truth, constructivists believe that the world is mentally and subjectively constructed. Realists, on the other hand, take a middle position between positivism and constructivism. Realists believe in an objective reality (external truth), but they reject the claim that external reality can be measured objectively. The distinction between the two was highlighted by Polit et al. (2001), conferring to the scholars' view, the principal difference between positivist and constructivist is the methodological difference; positivists are mostly associated with quantitative research methods while constructivism or interpretivists are allied to qualitative research methods.

3.2.2 This Research and the Positivism Research Philosophy

To fulfill the objective of this present research, which is to investigate the relationship between the entrepreneurial education and its types (formal, informal and non-formal) and intention of students to become entrepreneurs, this study follows the positivist research paradigm or philosophy based on the following reasons mentioned below which were highlighted above and detailed below.

The first reason for following the positivist paradigm was, this study is more interested in testing existing theories rather than developing new ones. The study was conducted

within different context and using specific enablings and constraints within the entrepreneurship domain, whilst the hypotheses tested are developed from the framework that is based on the identified theories and models.

The second reason was, the variables investigated in this current research have been examined empirically in previous studies in a 'fragmented' form and not amalgamated as this research does. Therefore, this research works further by explaining the nature of the relationship that exists between these variables in different contexts. In other word, the research seeks to strengthen the existing theory by examining the data using different data collection rtechnique, a two-time cross-sectional data collection approach, which effectively allows the researcher to compare the effect of entrepreneurial education on entrepreneurial intention.

Moreover, to conclude the effectiveness of entrepreneurial education on students' entrepreneurial intention, this research employs two distinct approaches; the first approach is to categorize entrepreneurial education into its simplest nature or types, namely (i) formal, (ii) informal and (iii) non-formal entrepreneurial education and examining the entrepreneurial intention among students before and after they were exposed to entrepreneurial education class. Second, to generalize the result of this research, the sampling frame is enlarged so that more students or samples have the equal chance of partaking in this research.

The philosophy behind the use of two-time cross-sectional survey method of data collection is similar to the quasi-experiment. This method is used in this research to observe the effectiveness of entrepreneurial education with the intention of students towards entrepreneurship. The logic behind the adoption of this method lies in the notion proposed by psychologists, whom state that in estimating or evaluating the effect of treatment (entrepreneurial education) on the change in psychological behavior of human beings (entrepreneurial intention), more than one-time observation is required (Kesse-Guyot et al., 2012).

3.3 Research Design

Research design as described by Kumar, Talib and Ramayah (2013) is the blueprint for an investigation that lays down the procedures to be followed by a researcher to achieve the potential research objectives. In a similar view, Johar, Sengupta and Aaker (2005), Kumar et al. (2013) and Sekaran and Bougie (2013) defined research design as a plan that details how data can be collected and analyzed with a view to resolve the research questions of the study. In sum, research design is referred to the overview of the methodological decision taken in a research work.

In this present research, to conclude the effectiveness of entrepreneurial education on the entrepreneurial intention of students, a quantitative methodological approach is employed. However, data collection approach adopted in this research follows a quasi-experimental research design where data are collected before and after the students were exposed to entrepreneurial education, contrary to the common methodological

approaches adopted by most of earlier researchers who investigate the influence of students' entrepreneurial education on their entrepreneurial intention through a cross-sectional survey.

The data collection method adopted in this research follows the opinions of psychologists, which argues that in order to examine the psychological behavior of human beings under certain conditions, more than one-time observation is needed (Kesse-Guyot et al., 2012). However, it is limited and planned for two time data collection only. This method is in line with the opinion proposed by Linan and Fayolle (2015) as a rigorous method to examine the effectiveness of entrepreneurial education on the intention of students towards entrepreneurship. The data are then analyzed using Statistical Package for Social Sciences (SPSS) version 23. The SPSS was used for preliminary data analysis and to compare the mean of students' entrepreneurial intention before and after entrepreneurial education class. Furthermore, the SPSS was used in determining the groups in which each student belongs to, based on their perception on the contribution of entrepreneurial education on their intention towards entrepreneurship. In addition, the SPSS software was used in doing all the parametric testing and hypothesis verification.

3.3.1 Research Framework

The research framework in Figure 3.1 illustrates the relationships between the exogenous variables (entrepreneurial education and its types, that is, formal entrepreneurial education, informal entrepreneurial education and non-formal

entrepreneurial education) and the endogenous variable (entrepreneurial intention). Also, consider the moderating variable (government intervention measured as government support in the form of entrepreneurial education policies towards entrepreneurship realization and adoption of universal entrepreneurial education curriculum) are under consideration in this research.

From previous studies, there are ongoing debates as per the contribution of entrepreneurial education on students' entrepreneurial intention. Also, from pieces of various literature examined, arguments from different scholars reveal that exposure of students to different types of education plays important role in entrepreneurial intention build up among students. As evidence in the studies of Mohammed et al. (2011), McArdle et al. (2007), Stahl (2015) and Olorundare and Kayode (2015), formal education offered in educational institutions has significant influence on students' entrepreneurial intention, however, this type of education does not equip students with the practical knowledge or skills needed to survive in the volatile economy. Also, evidences from the study of Adelaja (2015), Abimbola et al. (2015), du Bois-Reymond (2003), Linan (2004) and Werquin (2010) suggest that exposing students to non-formal and informal education through seminars, workshops and entrepreneurial exhibition enhances the intention of students towards entrepreneurship.

In addition to this, the study of Adeyemi et al. (2012), Ogundele, Akingbade and Akinlabi (2012), Orji and Ogbunaya (2016), OmoanKhalen (2010) suggested that all

these can work out if and only if there is a government intervention through favorable educational policies promoting entrepreneurial activities.

Adding to this, Othman et al. (2012), Christian (2014), Colantone and Sleuwaegen (2007) and Joardar et al. (2014) noted that government support through supportive educational policies has less influence to moderate the relationship between entrepreneurial education and intention to become an entrepreneur in this globalized world. The authors unanimously suggest that the students must be exposed to the latest skills or strategies to compete, not only in his domain but in a globalized world. This is because the world is more interconnected than what it was many years ago (Finardi & Rojo, 2015). Hence, Ogundele and Abiola (2012) and Mitchel et al. (2000) argues that the globalization of entrepreneurial education through unified curriculum has positive moderating effect on motivating students towards having intention to become entrepreneurs.

The theory of planned behavior was used as the main underpinning theory while the implicit theory was used as a supporting theory to capture the psychological influence of entrepreneurial education pertaining their change in entrepreneurial intention before and after entrepreneurial education class.

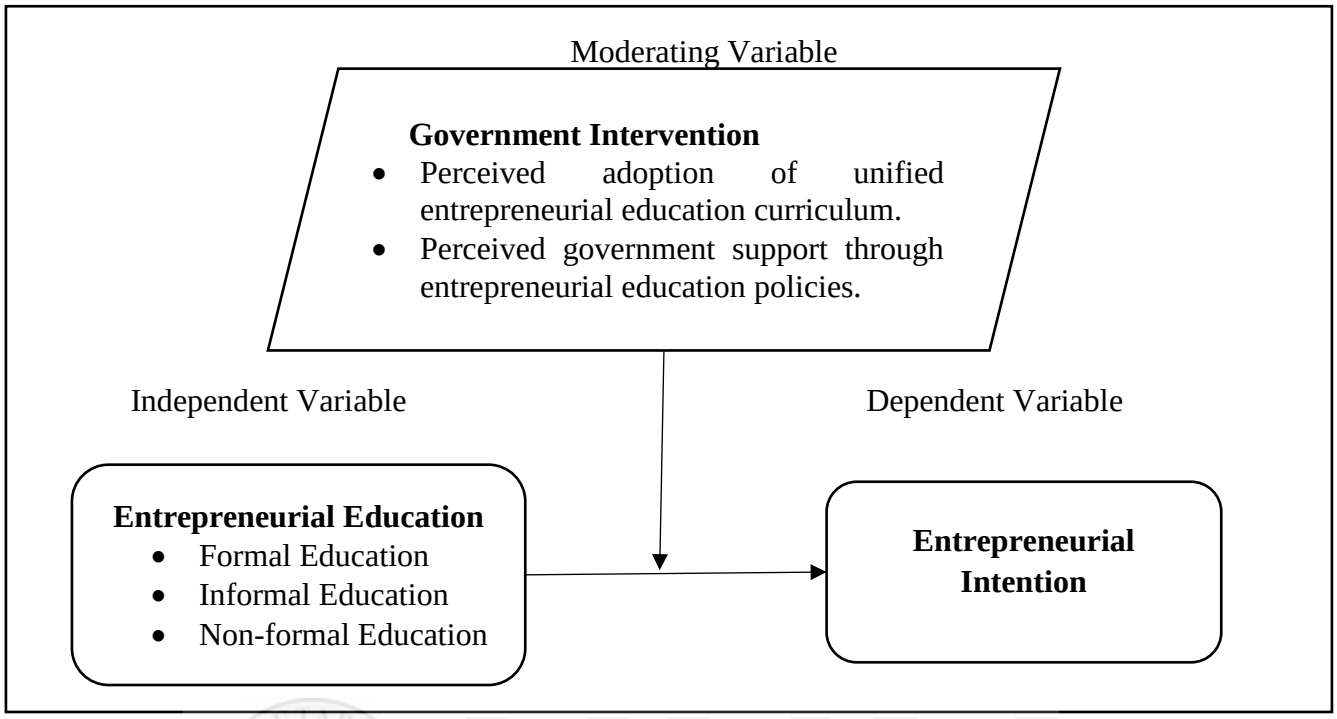


Figure 3. 1
Research Framework

3.3.2 Hypotheses Development

This section of this present research discusses the relationship that exists among the considered variables, as argued, presented or found in previous literatures. With this, the hypotheses tested in this research work are therefore formulated.

Entrepreneurial Education and Entrepreneurial Intention

Entrepreneurial education was concluded by several scholars to influence intention to become entrepreneurs among students. For example, Fayolle and Klandt (2006) conclude entrepreneurial education as the process of instilling entrepreneurial attitudes and skills, which involves developing certain personal qualities into students focusing on the immediate creation of new business ventures.

Also, Virkkunen (2009) argues entrepreneurial education as a lifelong learning pedagogy from which entrepreneurial skills are initiated, developed and supplemented at virtually all points in life. Similarly, the study conducted by Dogan (2015), Ekpoh and Edet (2011) found a positive significant relationship between entrepreneurial education and entrepreneurial intention arguing that the performance of students in an entrepreneurship class dictates their intention to become an entrepreneur. In this view, the authors posit entrepreneurial education to have a positive significant influence on students' entrepreneurial intention. Nevertheless, study by Lorz (2011) claims that shortly after graduating from colleges, precisely six months, the intention to become an entrepreneur diminishes significantly among students with no prior entrepreneurship knowledge. The point here is that such relationship is widely accepted, regardless of the intention after a period of time. Thus, the relationship is adopted in this study. This follows Lorz (2011) and Maina (2011) who proved that entrepreneurial education was found to have a significant relationship among those with prior knowledge.

The facts that there are some ongoing inconclusive arguments on entrepreneurial education as an influencing factor that contributes to entrepreneurial intention among students to become entrepreneurs, the tests are deemed necessary. Conferring to the argument of Udoye and Ndun (2014), that education do not furnish its recipients with the required skills (ineffective and faulty), which distorts the relationship with the entrepreneurial intention, the main hypothesis is developed. Based on a few empirical conclusions from previous scholars, this study hypothesized:

H_1: Entrepreneurial education significantly influence students' entrepreneurial intention.

Entrepreneurial Education Types and Entrepreneurial Intention

Due to the mix evidences of entrepreneurial education noted in earlier investigations, this research took an innovative step to examine entrepreneurial education from the three types of education namely formal, informal and non-formal entrepreneurial education. This is deemed important because several scholars, despite failing to pronounce the types of entrepreneurial education in their studies, suggest other types of entrepreneurial education to be considered so that the effectiveness of entrepreneurial education could be realized.

For example, Mohammed et al. (2011), McArdle et al. (2007), Stahl (2015) and Olorundare and Kayode (2015), argue the importance of entrepreneurial cognitive knowledge needed to propel the entrepreneurial intention among students, which is less achieved with this type of entrepreneurial education. Furthermore, Adelaja (2015), Abimbola, et al. (2015), du Bois-Reymond (2003), Linan (2004), Werquin (2010) also suggest the inclusion of other types of entrepreneurial education to complement the formal entrepreneurial education. With this, the author noted that studies on entrepreneurial education in earlier researches were fragmented, therefore, the need to amalgamate these entrepreneurial education types is paramount.

Formal Entrepreneurial Education and Entrepreneurial Intention

As observed in previous literatures, most scholars are concerned with the 'formal entrepreneurial education', that is, the formalized and structured entrepreneurial education offered in most educational institutions to conclude the significant influence or effectiveness of entrepreneurial education on students' entrepreneurial intention. Scholars found and concluded that there is a significant relationship between this type of education and intention to become an entrepreneur. Taking for example, the conclusion by Ekpoh and Edet (2011) was that students who took entrepreneurial education at educational institutions have the tendency to become entrepreneurs. On the similar note, Dabale and Masese (2014) argued entrepreneurial education does influence intention to become entrepreneurs.

In addition, an empirical investigation of students at a Tunisia university by Farouk and Ikram (2014) echoed similar conclusion. More so, Ngugi et al. (2012) attest to the positive influence of formal entrepreneurial education on intention to become entrepreneurs, suggesting that entrepreneurial education will equip students with the required knowledge needed in the business world. The conclusion by Owusu-Ansah and Poku (2012) revealed that students didn't see entrepreneurship as a career option, therefore, concluded that entrepreneurial education should center on creating awareness among students studying entrepreneurial subjects. Again, the arguments of Mangasini (2015) indicated that university students have a low entrepreneurial inclination, however, concluded that those who studied entrepreneurial course to have a higher

inclination towards entrepreneurial activities. With the above arguments, it is proposed that:

H_{1a}: *There is a significant relationship between formal entrepreneurial education and entrepreneurial intention amongst students.*

Informal Entrepreneurial Education and Entrepreneurial Intention

Acknowledging the verdict of Zeldin (2004) having the notion that informal education is a "powerful" experience gained through conversing, which have the tendency to change the individual's view of the world, the importance of testing the informal entrepreneurial education is discussed. In the entrepreneurship field, scholars have indirectly and often examined the influence or effectiveness of informal education on intention to become entrepreneurs and concluded a positive finding. For example, Amos et al. (2015), Blyth (2008) concluded that family interaction in the form of role model and socialization contribute positively towards intention to become an entrepreneur among students.

Similar investigations by Apple (2001), Inbar (2003) and Hargreaves (2003) that emphasize on the importance of informal networks (socialization) within and outside educational settings indicate that informal ntrepreneurial education helps in developing entrepreneurial career among the students surveyed. Based on the results and discussions by Amos et al. (2015), it can be concluded that they recommend informal entrepreneurial education through mentoring and other form of socialization to be

adopted to support formal entrepreneurial education in higher education institutions. In line with this, the following research hypothesis is proposed:

H_{1b}: *Informal entrepreneurial education has a significant influence on the entrepreneurial intention amongst students.*

Non-Formal Entrepreneurial Education and Entrepreneurial Intention

In a similar view, non-formal education has the characteristics of both formal and informal entrepreneurial education. As evidenced from previous scholarly articles, the pronouncement of non-formal entrepreneurial education will enhance and motivates students' intention to become entrepreneurs (Adelaja, 2015; Cucos, 2002; Moldovan et al., 2015). Fayolle (2000) and Olorundare and Kayode (2015) coherent the re-visitation of the 'ignored' types of education (the non-formal) will, perhaps, enhance and increase the entrepreneurial urge in students. Moreover, an investigation by McStay (2008) concludes a positive relationship between prior experience related to entrepreneurship and students' desire towards entrepreneurship. From the notion posited by Dib (1998), Etling (1993) and Schugurensky (2000), adopting this form of entrepreneurial education had a positive significant influence on the entrepreneurial intention among students which compliments the formal entrepreneurial education knowledge.

In support of this, Moldovan and Bocos-Bintintan (2015) and Cucos (2002) argue non-formal entrepreneurial education in the form of on-the-job training can equip students with experiential knowledge needed for survival in the volatile economy. More so,

Martin and Osberg (2015) support a similar stance, however, view the non-formal entrepreneurial education from the mentoring mentee perspectives. The author supports the notion that mentor and mentee relationship contributes significantly to the success of tacit knowledge transfer.

More on non-formal entrepreneurial education is the study of Martin et al. (2011) examining an informal interplay between the educational environments to supplement the formal entrepreneurial knowledge of students. The study confirms the positive influence of non-ormal on entrepreneurial intention as also being suggested by a few other studies such as by Moldovan and Bocos-Bintintan (2015), Cucos (2002), Dib (1998), Etling (1993), Martin and Osberg (2015) and Schugurensky (2000).

In conclusion, as evidence from the arguments of the earlier scholars, this current research work proposes the following hypothesis:

H_{1c}: *Non-formal entrepreneurial education has a significant influence on the entrepreneurial intention amongst students.*

Moderating Effects of Government Intervention

The intervention of government through favorable educational policies had been argued by different scholars to positively moderate the relationship between entrepreneurial education and intention to become entrepreneurs among students. Although there are many ways in which government can intervene and influence students' entrepreneurial intention, the government support is of a particular interest of this research.

Nevertheless, as stated in the problem statement , this research examines two important ways in which government can intervene and enhance students' entrepreneurial intention. These are government supports through entrepreneurial educational policies and adoption of the unified entrepreneurial education curriculum. However, since the samples surveyed are students, therefore, their perceptions towards the moderating effects on the relationship between entrepreneurial education and entrepreneurial intention are considered.

Concerning the moderating effect of government support, studies of Constantinescu (2015) and Eurydice (2011) where the authors opined that supportive educational policies and the sustainability of such policies will influence entrepreneurial intention among students are of particular references. Both studies have strongly supported the idea of government support in ensuring the success of education programs. As the entrepreneurial education has relationship with entrepreneurial education and also has connection with the development of entrepreneurial intention, the setting of government support in this study seems needed and logical.

Furthermore, Acs and Szerb (2007) proposed to government of developing world to focus on policies that will develop human capital and encourage enterprise growth at an early stage. Moreover, the study of Williams and Nadin (2012) urges the government to formulate and implement policies that will support the formalization of a new business enterprise that emerge form an informal environment. In support of this, earlier investigation by Xheneti and Smallbone (2008) remarked policies to be a "two facet-

sword" that can promote or hinder the growth of entrepreneurial activities. This is achieved by the government through the increased legitimacy, environment regulations and also through its wider role in the societies with little entrepreneurship activities.

On a similar note, Garba (2010) suggests the Nigerian economy can be revived through her educational system if policy makers formulate and implement policies which will solve youths' unemployment predicaments through education. More to this, Harding (2011) argued policies can be effective once there is a demand for such especially in capital building. More so, the reports by Orji and Ogbuanya (2016), World Bank (2015) and World Bank (2016) argues that the current administration are setting up policies to engage students in Nigeria to become entrepreneurs leading to economic diversification. In summary, it can be argued that if students realize encouraging or favorable policies are put in place, they will be willing to become entrepreneurs.

Therefore, based on the arguments from empirical and conceptual scholarly journals reviewed, the summary of the relationship on the moderating effects of globalized entrepreneurial education on the relationship between entrepreneurial education and its dimension on the entrepreneurial intention is as presented earlier in Figure 3.1. In view of this, it is hypothesized that:

H_2: *Government intervention moderates the relationship between entrepreneurial education and students' entrepreneurial intention.*

Similarly, pertaining to the moderating effect of unified entrepreneurial education curriculum on the relationship between entrepreneurial education and students' entrepreneurial intention, scholars argued the pronounced effects of globalization had calls for a unified curriculum especially pertaining to entrepreneurial education. The study of Ogundele and Abiola (2012) is of the notion that to create effective entrepreneurs who are capable of facing global competition, they must be well equipped with global knowledge. This point is linked to an earlier report from the investigation of Oviatt and McDougall (1995) having the opinion that the global entrepreneurial education syllabus can address the issues provided the entrepreneurs have previous international exposure. Furthermore, the conclusion by Bette (2012) urges youths to embrace the current wave of globalization that has caused not only changes in the syllabus, but altered the instructional process to acquire the skill of competitiveness capacities and basic skills needed in this globalized world. Bette (2012) is in the opinion that the old traditional system seems to be ineffective.

Joardar et al. (2014) noted that the influence of unified 'globalized' entrepreneurial education creates active involvement of young students in entrepreneurial activities, improves networking and communication among students of different educational background, leading to the improvement in cross-cultural relationships and improves competition among different nations. Thus, this research proposed the following hypothesis,

H_3: Adopting unified entrepreneurial education curriculum will enhance the contribution of entrepreneurial education on students' entrepreneurial intention.

Entrepreneurial Education Before and after Entrepreneurial Education Class

Despite identifying the fragmented nature of entrepreneurial education in earlier studies and amalgamating it in this research, there are a few other studies which examine entrepreneurial education using a differed approach that are in accordance with the psychologists' view (Duckworth & Yeager, 2015; Orlikowski & Baroudi, 1991; Schaie, 1983). That is, these studies examine entrepreneurial education before students were exposed to the so-called entrepreneurial education and after finishing the entrepreneurial education class.

Similar to one-time survey methods, the conclusions from these studies argue entrepreneurial education to present mixed evidence on students' entrepreneurial intention. Respondents are forced to recall their previous and current perceptions, which are argued to be bias when the researchers let the respondents to be in this situation. So, some innovations in getting their perception at the real or right time are needed.

For example, DeTienne and Chandler (2004), Karlsson and Moberg (2013), Menzies and Paradi (2002) adopt pretest and post-test methods to investigate the effectiveness of entrepreneurial education on the entrepreneurial intention among students. The results of these authors conclude that indeed, entrepreneurial education have positive significant contributions to the intention of students towards entrepreneurship.

On the other hand, investigations from the researches embarked upon by scholars such as lorz (2011), Joensuu, Viljamaa, Varamäki, & Tornikoski, 2013; Souitaris et al. 2007; Varamäki, Joensuu, Tornikoski, & Viljamaa (2015) provided a different result. In their opinions entrepreneurial education has mixed evidences. Moreover, it was noted that overall, the entrepreneurial intention among students reduces over time. However, the students with lower entrepreneurial intention at the initial stage before exposure to treatment (entrepreneurial education) had experienced an increase entrepreneurial intention after the exposure to entrepreneurial education. While those students with a higher entrepreneurial education which may be due to their prior exposure to entrepreneurship (Lorz, 2011; Maina, 2011) were found to have an overall decrease in entrepreneurial intention after being exposed to entrepreneurial education.

In view of these mixed evidences, it is therefore a crucial task for this research to ascertain the direction for the hypothesis of students' entrepreneurial intention before and after exposing them to entrepreneurial education. In this view, this research presents the below hypothesis:

H_4: *There is a significant difference in students' entrepreneurial intention before and after taking entrepreneurial education subject*.

3.3.3 Summary of Hypotheses Formulated

Below is the summary of the hypotheses to be tested in this study

H_1: There is a significant relationship between entrepreneurial education and students' entrepreneurial intention.

H_{1a}: Formal entrepreneurial education has a significant influence on the entrepreneurial intention amongst students.

H_{1b}: Informal entrepreneurial education has a significant influence on the entrepreneurial intention amongst students.

H_{1c}: Non-formal entrepreneurial education has a significant influence on the entrepreneurial intention amongst students.

H_2: Students perceive that government intervention have a significant influence on their entrepreneurial intention.

H_{2a}: Government support contributes significantly to students' entrepreneurial intention.

H_{2b}: Adoption of unified entrepreneurial education curriculum enhances students' entrepreneurial intention.

H_3: Government intervention moderates the relationship between entrepreneurial education and students' entrepreneurial intention.

H_{3a}: There is a moderating effect of perceived government supports on the relationship between formal entrepreneurial education and entrepreneurial intention amongst students.

H_{3b}: There is a moderating effect of perceived government supports on the relationship between informal entrepreneurial education and entrepreneurial intention amongst students.

H_{3c}: There is a moderating effect of perceived government supports on the relationship between non-formal entrepreneurial education and entrepreneurial intention amongst students.

H_{3d}: There is a moderating effect of perceived adoption of unified entrepreneurial education curriculum on the relationship between formal entrepreneurial education and entrepreneurial intention amongst students.

H_{3e}: There is a moderating effect of perceived adoption of unified entrepreneurial education curriculum on the relationship between informal entrepreneurial education and entrepreneurial intention amongst students.

H_{3f}: There is a moderating effect of perceived adoption of unified entrepreneurial education curriculum on the relationship between non-

formal entrepreneurial education and entrepreneurial intention amongst students.

H_4: There is a difference in students' entrepreneurial intention before and after taking entrepreneurial education subject.

3.4 Research Population and Sample Selection

Population as unanimously described by previous scholars is said to be the totality of items or subjects under investigation, sharing similar characteristics or peculiarity (Kothari, 2004; Riff, Lacy, & Fico, 2014; Ritchie, Lewis, Nicholls, & Ormston, 2013). According to these scholars, research population is regarded as one of the most important elements of a research work from which samples are chosen or selected. In view of Polit Beck and Hungler (1999) and Brynard and Hanekom (1997), population is described as the entirety of events, cases or all members that are specified or conformed with the context of study for sampling purposes that needs to have an equal chance of being selected as a sample.

Furthermore, the study of Castillo (2009) divides a population into two different categories, namely; accessible population and target population. As explained by Castillo (2009), target population refers to whole groups of individuals or objects to which researchers are interested in generalizing the conclusions. On the other hand, the

accessible population is referred to as the population in which the conclusions of the research work can be applied.

In other words, an accessible population is a subset of the target population and is regarded to as the study population. It is from the accessible population that researchers should select the research participants (Castillo, 2009).

Based on the above definition, the target or study population chosen for this research work equates to the total number of undergraduate students enrolled in federal universities in Nigeria as research population. Whereby the accessible populations are undergraduate students enrolled in federal universities in the southwestern region of Nigeria who are currently enrolled in entrepreneurship subject. It is from this accessible population that the participants for this current research are drawn randomly.

South West region of Nigeria is selected using purposive sampling to reduce the size of the total population as suggested by Babbie (1998). The reasons for selecting a southeastern region are:

i. Limited resources to cater for the whole federal universities in Nigeria geopolitical boundary.

ii. The region has the highest numbers and/or percentages of higher education institution in Nigeria. Statistics of approved universities in Nigeria, including

federal, states and privates' amount to 141 of which forty-one 41 (40.5%) of total higher education institutions are situated in southwestern states (Mobileguru, 2015).

iii. More so, due to the political instability in some of the other parts of the country which expose life threathening danger to the researcher.

In a situation whereby investigating the whole population is neither achievable nor attainable, Hair Hult, RIngle and Sarstedt (2013) propose the random choice of selecting representatives from the population is inevitable. Thus, samples investigated were selected randomly from students taking entrepreneurial education classes in federal universities located in southwestern Nigeria.

3.4.1 Overview of Sampling Methods

There are two major methods in which a researcher can choose his/her samples from a targeted population of interest. These are referred to as probability and non-probability sampling methods (Alvi, 2016; Etikan, Musa, & Alkassim, 2016; Lynn, 2011). Researchers choose the method that best suits the purpose of investigation (Alvi, 2016; Etikan et al., 2016) and sometimes, these methods can be combined to achieve the researchers' objectives (Lynn, 2011).

Probability Random Sampling: Probability sampling method is the process of sample selection given equal chances of being selected for the participant of an investigation (Fraenkel, Wallen & Hyun, 2011 Ritchie, Lewi & Elam, 2013). According to Fraenkel

(2011), some types of probability methods include simple random sampling, stratified random sampling, systematic random sampling and multistage random sampling.

Non-Probability Random Sampling: Although this sampling method has been criticized by several researchers, however, some of the advantages of using this sampling method is that, it can be used to reduce a large research population, especially, when there is a constraint on the part of the researcher, in terms of time and resources to conduct the research (Etikan et al., 2016).

The combination of any two sampling methods is referred to as a multistage sampling technique Alvi (2016), Lynn (2011) and (Altmann, 1974). This study adopts a multistage sampling technique to identify and select the samples for this research. According to (Altmann, 1974; Lynn, 2011), multi-stage sampling technique refers to the process whereby a researcher selects the samples based on hierarchy from a given set of population. In this process, only one unit of the population can be selected at a time, thus each respondent has equal opportunity to be selected.

Using this method, the entire higher education institutions and students in Southwestern Nigeria is divided into stratas based on the nature and scope and types of higher education in which the students are enrolled. The yardstick used in dividing these higher education institutions are based on the types of educational certificates they award; universities awarding the degree; polytechnics awarding diploma, colleges of education awarding certificates of education and monotechnic awarding technical or vocational

degree (Nigeria Higher Education 'NHE', 2018). So, in this research, Universities are chosen based on the statistics given by NHE (2018) that about 50% of Nigerian youths are pursuing their bachelor's degree at a university.

Furthermore, a cluster sampling technique is applied to narrow down the university's population to into federal universities. Federal universities are favored in this research because they are highly influenced by the direct decisions from the federal government. Therefore, the federal universities are divided into six clusters based on the existing six geopolitical regions in Nigeria.

Sampling Frame and Sampling/Participant Selection

From the definition giving by Sekaran (2003), sample refers to the subset of the population. Kothari (2004) describes samples as the integral part chosen from the population for investigation purposes in such a manner that represent the entire population. From the proposition and deductions of Babbie (1998) and Hair et al. (2013), in order investigate an infinite population, that is, research population, which the researcher intended to investigate, there is a need to select those who are in the best position to represent the population.

Therefore, the research work focuses on undergraduate students who are currently enrolled in entrepreneurship education (at the time of research) at federal universities in southwestern Nigeria.

Sample Size Selection

There are so many ways in determining the research sample size. This is not limited to the popular Krejice and Morgan (1975) sample size estimation for categorical data. Cochran (1977) sample size estimation for both categorical and continuous data uses the power test of "G*power sampling software." One of the pitfalls of this method is that a known population is needed, however, not with use of the latest G*power sampling software (Ramalu, 2010). As at the time of data collection for this research, the researcher has no access to the total population of students at all the six (6) federal universities in southwestern Nigeria, the G*power software was used in estimating the needed sample size for a research. It is considered the best option to use.

Despite all the available sampling size selection methods available, the G*power was used to estimate the sample size needed for this research. The pros of using G*Power over other methods of sampling size selection include the use of effect size (f^2), power (1-β err prob) and α (err prob) to calculate sample size (Faul, Erdfelder, Buchner, & Lang, 2009; Faul, Erdfelder, Lang, & Buchner, 2007). In addition, power analysis supports both a design-based and a distribution-based input mode that can calculate central and non-central probability distributions. Furthermore, the power analysis has the capacity of determining the sample size needed for a research from an infinite population provided the researcher can determine the suitable analysis needed in their study (Faul et al., 2009; Faul et al., 2007).

Therefore, conferring to the first objective of this study which is to examine the significant influence of entrepreneurial education on the students' entrepreneurial intention requiring regression analysis and also, the last major objective which is to examine the changes in students' entrepreneurial intention before and after taking the entrepreneurial education class, the suitable analysis for examining this is T-test and regression analysis. Considering this, the G*power software tests are set to "t-test – linear multiple regression." With this, a sample of 89 samples was suggested. The input and output are shown below.

t tests - Linear multiple regression: Fixed model, single regression coefficient

Analysis:	A priori: Compute required sample size		
Input:	**Tail(s)**	**=**	**Two**
	Effect size f^2	=	0.15
	α err prob	=	0.05
	Power (1-β err prob)	=	0.95
	Number of predictors	=	2
Output:	Noncentrality parameter δ	=	3.6537652
	Critical t	=	1.9879342
	Df =	86	
	Total sample size	**=**	**89**
	Actual power	=	0.9508043

The input and output of the G*power used in this research is presented in the Figure 3.2 below

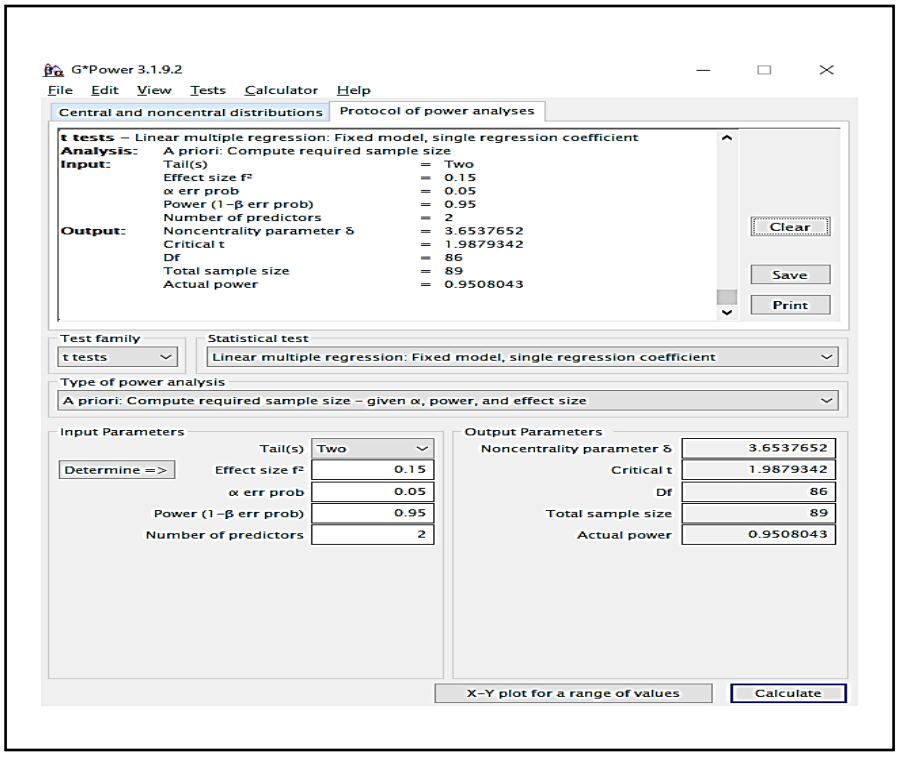


Figure 3. 2
*G*Power Sample Selection Output*

It is recalled that the federal universities in south western Nigeria are six (6). Therefore, the total respondents required for this research equals to 89 * 6 = 534 respondents.

Thus, employing G-power analysis, the researcher has the liberty to calculate his/her sample size based on the number of exogenous variables examined in his study without the consideration of the number of accessible students or targeted population (Faul et al., 2009; Faul et al., 2007).

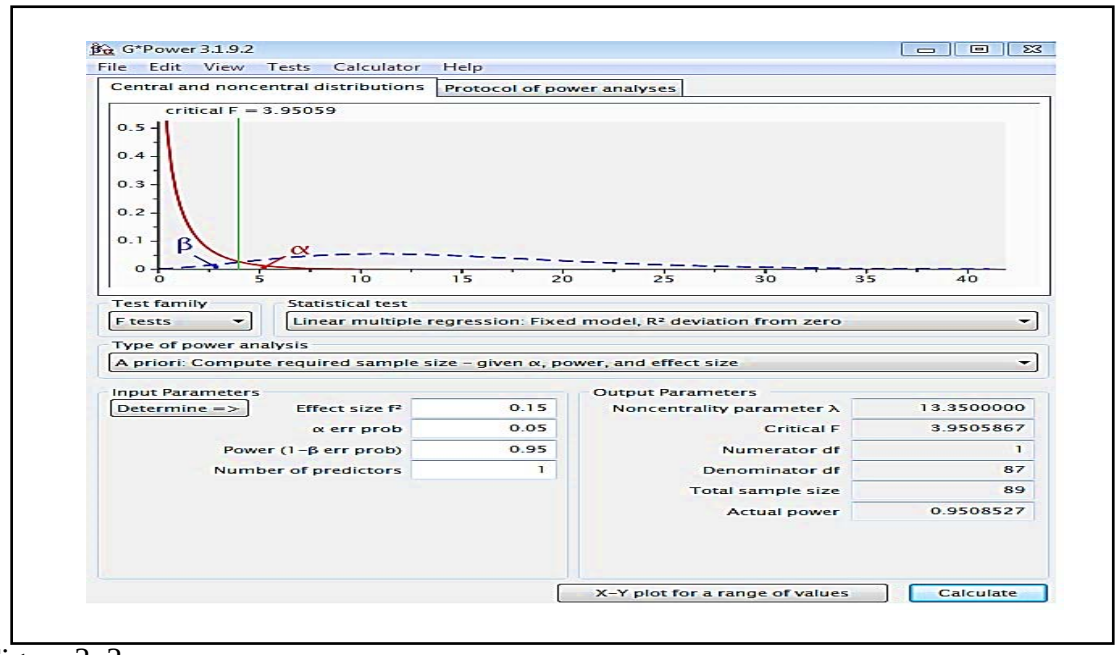


Figure 3. 3
G-power Analysis

Although G*power is a software used in estimating the minimum sample size needed for a power analysis by utilizing the independent variables, effect size, error probability and power (Faul et al., 2009; Faul et al., 2007), other opinions are also referred to. Conferring to the proposition of Sekaran and Bouggie (2013) when it was opined that a researcher can proceed with a sample that is 10 times the number of the construct, the number from the G*power output is far smaller. In this study, G*power software suggests minimum samples of 532 students with the numbers of variables examined in this research is three that is, entrepreneurial education, government intervention and entrepreneurial intention. Therefore, a sample of 532 students is considered to be fair enough to conduct this research.

Stratified Sampling Random Sampling

Stratified random sampling is the most efficient method of sampling when a researcher desires to get a representative sample of a population that has different characteristics

that can be considered as stratas (Hunt & Tyrrell, 2001). It involves categorizing the members of the population into mutually exclusive and collectively exhaustive groups. An independent simple random sample is then drawn from each group. Stratified random sampling is used where it is believed that there are key segments with different characteristics, such as behavior or attitudes. The sample is organized on a proportionate or disproportionate basis.

Proportionate stratified sampling means that the proportion of the various groups or strata match the relative population proportions. The major advantage of the approach is that it can provide the most representative sample of a population (Hunt & Tyrrell, 2001). However, in case of making detailed analyses within a relatively small stratum and/or compare strata to each other, proportionate stratified sampling may not yield a sufficient number of cases in any of the strata for such analyses.

3.4.2 Procedure for Data Collection

There are so many procedures in which a researcher may choose to collect the data for an investigation. These are not limited to interview, survey, experiments (real experiment, quasi-experiments) and observations. An investigator adopts one or combine the best suitable methods that fulfil the purpose and nature of his/her investigation, as well as considering the available resources to carry out such research (Creswell, 2009; Dimitrov & Rumrill Jr, 2003; Krik, 2009).

In most entrepreneurial investigations, survey methods had been favored by several scholars (Adelaja & Arshard, 2016; Dabale & Masese, 2014; Ekpoh, & Edet, 2011; Farouk & Ikram, 2014; Ngugi et al., 2012; Owusu-Ansah & Poku, 2012). This method yielded positive and logical results with meaningful interpretations. However, pertaining to the real effects of entrepreneurial education on the intention of students to become entrepreneurs, the survey method had been yielding some inconclusive arguments. To select the suitable methods that will produce a non-conflicting result, the author consults the opinion of psychologists who argue human behavior to change over time, thus, makes a one-time survey method to yield inconclusive result.

According to psychologists, in order to deduce the average psychological behavioral nature of human being observation about the interested behavior, observations need to be made more than one time under different conditions, that is, before and after taking entrepreneurial education class (Koys, 2001; Orlikowski & Baroudi, 1991; Schaie; 1983). In this regard, this research favors a two-time survet method, which is almost similar to the quasi-experimental design approach of data collection, in collecting data relating to the effectiveness of the exogenous variable (entrepreneurial education) on the dependent variable (entrepreneurial intention). That is, to determine the change in entrepreneurial intention of students at the six federal universities in South Western Nigeria. Hence, to predict the real effect of entrepreneurial education on their intention to become entrepreneurs before and after receiving entrepreneurial education that needs to be observed and compared.

3.4.3 Experimental Design

Experiment design of data collection involves the researcher manipulating of one or more independent variables while at the same time, by systematically observing and recording the manipulating effects of the independent variable(s) (Krik, 2009). As reported by Krik (2009), this method is argued among scientist and philosophers to be one of the most robust methods in determining casual relationships.

In view of this, with the assumptions that other variables which might be influencing students' intention to become entrepreneurs are held "assumed" constant. Experimental design is adopted in this research to determine the effectiveness of entrepreneurial education on the intention of students to become entrepreneurs.

In experimental design, five basic steps are involved; these are: formulation of statistical hypothesis, determination of treatment (independent variable) level, experimental unit identification, randomization procedure specification and choosing the best statistical methods in analyzing the experimental data (Krik, 2009). The type of experimental design chosen by the researcher solely depends on the nature of the research, the control methods of the researcher and the available resources.

Types of Experimental Design

Basically, there are two basic types of experimental design. These are true experiments and quasi experiments (Department of Health, 2014; The Belmont Report, 1979).

Real Experiments

This type of data collection procedure is widely used by pure scientist (biologist, physicist and engineers). It is mostly carried out in a predefined condition and situation "laboratory".

Quasi- Experimental design

The pre-test and post-test or quasi-experimental design are commonly used in behavioral research mainly for groups comparison purposes and or determining the effect of treatment(s) on the dependent variable (Dimitrov & Rumrill Jr, 2003). More so, there are different quasi-experimental design approaches these include:

Control and Treatment Group

The observed norms in educational research conducted by several earlier scholars using this approach (control and treatment) to examine the effectiveness of entrepreneurial education on intention of students towards entrepreneurship is their biased nature of sample allocation. The researcher used the word 'biased' because virtually all the previous studies allocate to the treatment group a larger sample size that sometimes double the sample allotted for the control group before making the verdict that entrepreneurial education tends to be more effective among the treatment group and not in the control group (Higuchia, Namb, & Sonobec, 2017; Kalyoncuoğlu, Aydıntan & Göksel, 2017).

Therefore, to put a stop to biasness of this nature, the researcher employs a single sample technique and examined them more than one time, that is, before the application of treatment (exposure to entrepreneurial education) and after exposure to the treatment considered in this research work.

One-Group Pre-test and Post Test Design

According to earlier scholars, this is one of the simplest and the best quasi-experimental design. One group quasi-experiment research method is a process whereby the researcher allows the events to occur naturally that is, the research subjects consist of just a group of respondents who have no idea a research is ongoing. In this sense they comply with the flow of the research in their own natural state. This type of research in the view of Bryman (2008) and Fouche (2013) is referred to as evaluation research. According to Bryman (2008) and Fouche (2013), the importance of this type of research is to access the current program and devise means for improvement. Nevertheless, the researcher makes sure that all the research ethics concerning to human subjects are strictly adhered to. According to Belmont Report of 1979, the ethics of quasi research experiments includes:

i. Respecting the subject. The researcher incorporates the ethic standard of social research by respondents (subject) as autonomous agent. Furthermore, the subjects investigated are treated as anonymous, that is, their response were treated as confidential and highly classified documents.

ii. Subject biasness: In anticipation to mitigate subject biasness, the research employs only one group of students whom are selected randomly

		Treatment level	Dependent variable
Group 1	Participant 1	a_1	Y_{11}
	Participant 2	a_1	Y_{21}
	Participant 3	a_1	Y_{31}
	Participant 4	a_1	Y_{41}
		...	...
		...	…
		…	…
		a_n	Y_n
		Participant n	$\bar{Y}_{.1}$

Figure 3. 4
Layout for a one-group quasi-research experimental design
Source: Krik, 2009.

Therefore, in this research, the respondents chosen at random, through the help of the head of department, directors of entrepreneurship and entrepreneurial lecturers at various universities in South Western Nigeria were given the predesigned questionnaire before the start of the entrepreneurial education class for the year 2017. The respondents name and details were known to the lecturers, head of department and directors of entrepreneurship at various universities, this is to assist at the post-test stage. However, the respondents' details were kept anonymous to the researcher.

3.5 Research Instrumentations and Variable Measurements

At the point, the measuring instruments for data collection are developed. The process of the development, reliability and validity are explained in the following subsections.

3.5.1 Data collection Instruments

There are so many ways in which a researcher or investigator can collect data for his/her research process from some credible and reliable sources from which the data will be analyzed afterwards (Ary, Jacobs, Irvine & Walker, 2018). Examples of these include questionnaires, interview and experiments and also, focus group discussion. The type of instruments to be employed solely depend on the type of research methodology employed by the researcher (Fraenkel, Wallen & Hyun, 2011) and the objectives of the research as well (Ary et al., 2018; Adeoye & Popoola, 2011).

Moreover, some researchers are of the opinion of using the publicly available data in different databases and annual reports. Reason given to this is due to the type of research being conducted and the availability of the data requested (Kawamura, Watanabe, Sakanoue, Lee, Inoue & Odagawa, 2010). Nevertheless, this research is constrained from using such publicly available data because it aims at investigating the opinion/perceptions of the respondents who are at the time of which this research is conducted are currently taking entrepreneurial education at their respective university. This is supported by Lopez-Gamero et al. (2009) and Wagner (2007) who recommended the use of the perception of people in social and economic science in a situation where publicly documented data are not available or not relevant.

In this research, questionnaire method of data collection was employed to gather necessary data from identified sources or research samples/participants. The benefits of using a questionnaire as proposed by Yaya (2014) include anonymity of respondents,

the collection of large data within a shorter period and it is economically wiser to choose. More so, Popoola (2011) listed some of the characteristics of a good questionnaire to be the ability of having a precise answer through unambiguous statements of questions, questions of the questionnaire should focus on the exact point of inquiry making the questions to be short and precise (Aina, 2004).

This present research adapts instruments from previous empirical investigations to maximize the instrument's reliability and validity (O'Sullivan, Rassel & Berner, 2003). Variables in this research work are measured using 5-point Likert scale. The Likert scale based on the following pros of using Likert scales put forward by previous researchers.

According to the opinion of Losby and Wetmore (2012), the advantages of using Likert scale includes categorizing participants' response in continuum order "Strongly Disagree – Strongly Agree"; assigning numeric value to each response "1 – 5" for 5-point Likert scale; utilizes the declarative statement; possibility of response categories; suitable for pre-post testing.

3.6 Questionnaire Design

The instruments used in this research work were aligned with the constructs operationalized definitions.

3.6.1 Measurement of Constructs

Close ended structured questionnaire that is adapted from past studies with high-reliability measure was administered to the research subjects. The close-ended statements aimed at making the respondents to disclose, arguably correct information which are critical to the findings of this research. Additionally, the adoption of scale response was informed by the fact that the researcher relies on the data to quantify the concentration of the respondents' answers (Churchill & Brown, 2004).

The items contained in the questionnaires were aimed at measuring the respondent's intention to become entrepreneur, entrepreneurial education and its types (formal, informal and non-formal entrepreneurial education) and government intervention (government support and adoption of unified entrepreneurial education curriculum).

Measurement scale is very vital in choosing the right statistical test. Variables can be measured and conveyed in different scales. Nevertheless, in social, behavioral science research, the most favored scale is the Likert scale Ngugi et al. (2012), Linan and Chen (2009, 2006) and Shih and Fang (2004). Based on the opinion of Jackson (2009) and Alreck and Settle (1995), Likert scale is commonly used because of its statistical reliability in terms of opinion or the idea numerical quantification, therefore, making it easy to analyze using virtually any statistical tools.

As known, there is nothing with pros that does not have its own shortcomings. In this sense, LaMarca (2011) argued the vast acceptability of Likert scale among social,

behavioral science researchers to be related to an un-imposed response from the respondent, easy quantification that allows mathematical computation. More so, the scale is liberal as it gives room for no decision or neutral feelings rather than taking sides. In addition, Bentram (2007) argued the advantage of Likert scale from both researcher and respondents' view. From the author's view from researchers' perspective, Likert scale is easy to construct. For the respondents, Bentram (2007) believes Likert scale items are easy to read and understand by the participant.

On the other hand, the cons of using Likert scale were as well discussed by previous scholars. From the view of Bentram (2007), the disadvantages of Likert scale highlighted was biasness of central tendencies, that is, the respondents might avoid extreme value responses. Also, Bentram (2007) identified social desirability bias as another major drawback. The author argued respondents, instead of being honest, they portray themselves to be more socially favored.

Despite these identified drawbacks, Likert scale is still one of the most favored scales used in various researches across the globe because it is a bipolar scaling technique and measures positive or negative response to a given statement; and where the 5-point scaling is used, the mid-point is usually neutral (Allen & Seaman, 2007). In order to have a detailed set of items to measure these variables, prior studies were reviewed extensively and items were selected from those studies to ensure their validity.

Entrepreneurial Intention

Intention to become an entrepreneur is described in this study as the willingness or predisposition to start or engage in business activities in the nearest future (Osiyevskyy, & Bogatyreva, 2015; Krueger, et al., 2000). Entrepreneurial intention is measured in this research using items drawn from the combination of the works of different scholars. These items were carefully selected from the studies of Neneh (2014), Mulei, Waita, Mueni, Mutune and Kalai (2016), Newbold (2014) and Linan and Chen (2009).

The instruments after being design by the authors were tested on two different samples and were reported to be of high reliabilities and were argued to be valid measuring instruments. The purpose of selecting these is to achieve the underlying objectives of this research. As pointed out in chapter two, entrepreneurial intention measurement is centered on entrepreneurial awareness and business start-up. The numerous items initially adapted through expert review, pilot test and pre-testing were reduced to eight (8) items which are used in measuring students' entrepreneurial intention. Thus, the adapted items are presented in the Table 3.1 below:

Table 3. 1
Items Measuring Students' Intention to become an Entrepreneur

	Intention	**1**	**2**	**3**	**4**	**5**
1	I am aware entrepreneurs are successful people					
2	I prefer to be my own boss rather than getting an unsecure job					
3	I prefer to be my own boss rather than getting a secure job					
4	I have the desire to become an entrepreneur					
5	My desire to become an entrepreneur is growing on daily basis					
6	I am determined to create my own business in the future					
7	I am going to create my own business within one year of graduation					
8	I've started getting information on registering my business					

Entrepreneurial Education

Entrepreneurial education in the context of this research work is described as the as the dynamic process channel for creating entrepreneurial awareness and means of empowering students with the required cognitive skills needed in creating and operating their own firms. This description of entrepreneurial education tries as much as possible to capture the formal, informal and non-formal entrepreneurial education as found in the study of several authors (Dib, 1988; Ekpoh & Edet, 2011; Malcolm et al., 2003). Hence, the items to be used in this research work cover these three types of entrepreneurial education.

In addition, the three types of entrepreneurial education were argued to be of several forms of which three of those forms were chosen (Neneh, 2014; Mulei et al, 2016; Linan & Chen, 2006). The chosen forms are awareness, cognitive and entrepreneurial education for business start-ups. Despite the several forms of entrepreneurial education, the items developed therefore cater for the three types of entrepreneurial education discussed.

Formal Entrepreneurial Education

The items used in this section were adapted from previous scholars' work and are tailored to meet the objectives of this research. The Table 3.3 below present ten items that was divided into two forms of education namely (education for business awareness and business startups). The items were carefully selected from the studies of (Getkate, 2014; Newbold, 2014; Neneh, 2014; Mulei et al., 2016).

Informal Entrepreneurial Education

From the conceptual and operational definitions used in this research work, informal education relates to education that is unstructured and in most cases, this type of education exists between the subject and peers, family, acquaintance and close friends Newbold, 2014; Carr &Sequeira, 2007).

Non-Formal Entrepreneurial Education

In measuring non-formal education in this research context, attention is given mostly to non-class activities that earlier scholars identified to contribute to entrepreneurial intention among students (Linan and Chen, 2005; Newbold, 2014). However, to measure this construct, seven related items were adapted from the developed and validated instruments by Newbold (2014) and these are presented in the Table 3.3 below.

At the end, eleven items were deemed suitable according to experts' review, pre-testing and pilot testing. According to experts' suggestions, the three types of entrepreneurial education in the questionnaire design were mixed together as a single entrepreneurial education. The eleven items with their coding are presented in the Table 3.3 below:

Table 3.3
Items Measuring Entrepreneurial Education

S/N	Education Types	Formal Entrepreneurial Education	1	2	3	4	5
1	FE	I recognize more business opportunities after enrolling for entrepreneurship class.					
2	FE	I realize I am more creative for business functions and activity now than before enrolling in the entrepreneurship class.					
3	IFE	I have more new friends who are entrepreneurs compared to before I enrolled in the entrepreneurship class.					
4	IFE	I can recognize more business opportunities while having discussions with friends					
5	IFE	I learned about business opportunities from established entrepreneurs who becomes my friends					
6	NFE	I attend seminar and workshops during the semester I enrolled for entrepreneurial education class					
7	NFE	I got business ideas because of outside classroom experience					
8	FE	I got the idea to start my business during entrepreneurship education class					
9	FE	I have started my business while taking entrepreneurship education class					
10	NFE	Mentor-mentee relationship with established entrepreneurs encourage me to start my business					
11	IFE	I receive needed encouragement to start my business from my friends					

Government Intervention

Government intervention in this research is defined as the programs and initiatives by the government through several agencies to promote entrepreneurial activities and motivates citizens especially students of higher education towards having higher intention towards entrepreneurship (Tende, 2014; Harding, 2014). Government intervention in this research was treated as two dimensional constructs measured with perceived government supports and students' perception towards the adoption of

universal entrepreneurial education curriculum to supplement the formal entrepreneurial education curriculum.

Perceived Government Supports

Six items adapted from survey carried out by UNESCO (1998) and Uzobo, Margret and Jackson (2014) were adapted to investigate the perception of students towards the intervention of Nigerian government on entrepreneurial policies that might moderate the relationship between entrepreneurial education and their intention to become entrepreneurs.

Table 3.6
Perception of students towards Government supports on Entrepreneurial Education

S/N	Statement	Author(s)
1	Government develop policies to promote entrepreneurial activities among universities students	UNESCO (1998)
2	National policies encourage entrepreneurship and development of ideas	
3	Government through educational agencies invest in entrepreneurship research	
4	Government through her agencies revisit and update entrepreneurial education curriculum to meet up with the economic demands	
5	Government faces more challenges in formulating policies that will enhance entrepreneurship education	Adeusi & Aluko, (2014)
6	Government policies in improving the plight of entrepreneurial education in Nigeria has been successful	

Globalized "Unified' Entrepreneurial Education Curriculum

Unified or globalized education had been measured using four basic ways, namely: resource input, enrollment input, cognitive test score and educational attainment (Ferreira, & Gignoux, 2008; Wu, 2012). However, this study measures unified

entrepreneurial education base on the perception of students towards cognitive performance.

To measure the perception of students towards the adoption of unified or globalized entrepreneurial education syllabus in teaching them. Five (5) items were adapted from the studies of Attuquayefio and Addo (2014), Joardar, Wu and Chen (2014), Bette (2012). The items used were adapted because the authors investigate the perception of students towards adopting information technology (ICT) tools. The items from the author's account have high internal reliability and are validated. The items adapted are presented in the Table 3.7 below.

Table 3.7
Perception of students towards adopting unified entrepreneurial education curriculum on improving entrepreneurial intention

S/N	Statement	Author(s)
1	Adopting unified entrepreneurial education syllabus will increase the entrepreneurial spirit among students	Attuquayefio and Addo (2014
2	Adopting unified entrepreneurial education syllabus will increase the entrepreneurial proactiveness among students.	
3	Adopting unified entrepreneurial education syllabus will increase the entrepreneurial competitiveness and basic skills needed in the globalized world.	Bette (2012)
4	It will easy for me to be pick entrepreneur as a career if universal entrepreneurial education syllabus is adopted by my institution	Attuquayefio and Addo (2014)
5	Lecturers in my university are competent enough to teach using globalized entrepreneurial education syllabus	Joardar, Wu and Chen (2014)

3.6.2 Items Reliability and Validity

This section of this research work narrates the pre-test and pilot-testing as a means of validating the items developed.

Items Pre-Test

Questionnaire pre-testing is one of the major requirements a researcher needed to fulfil before going for actual data collection or pilot testing (Van Teijlingen & Hundley, 2002). The objectives behind the pre-testing of questionnaire is to enhance the items reliability and validity (Nahm, Rao, Solis-Galvan & Ragu-Nathan, 2002). More so, pre-testing questionnaire helps the researcher to determine if the respondents understand the items wordings well to the extent of performing the task the questionnaire requires. That is, the questionnaire items are clear and unambiguous (Reynolds, Diamantopoulos & Schlegelmilch, 1993). Despite adapting already tested and verified items, there is need for the respondents to be able to understand the items wordings.

Based on these objectives, a set of predesigned questionnaires were distributed to twenty Nigerian students studying at Universiti Utara Malaysia of different age-group, different, religious and ethnic affiliations. The answers provided shows that they understand the questions being asked without any difficulties. Therefore, the items of the questionnaires were deemed to be valid.

Pilot Test

Before going for the actual data collection, the researcher conducted a pilot test. The purpose of this test includes identifying potential issues and deficiencies with the developed instruments aimed for data collection process (Hassan, Schattner & Mazza, 2006). Also, the opinion of (Drennan, 2003) the purpose of pilot test is to ensure the items validity.

Despite the fact that the sources of items used in developing the proposed questionnaire were found to be reliable and valid, the reliability of the item used will still be verified using SPSS. According to Zikmund, Babin, Carr and Griffin (2010), a variable is said to have a high internal reliability if the Cronbach alpha should be at least .6 and above. With this, the authors proposed the "rule of thumb" for reliability presented in the table below.

Table 3.8
Rule of thumb table for Cronbach Alpha

Alpha Coefficient Range	Strength of Association
0.60	Poor
0.60 to .70	Moderate
.71 -.80	Good
.80 to .90	Very Good
Above .91	Excellent

Source: Zikmund, Babin, Carr and Griffin (2010).

A sample of 50 questionnaires were distributed to students at The Polytechnic Ibadan for pilot survey. These students are different from the actual samples which were investigated at the later stage in terms of higher education orientations and specializations. However, despite the differences between the samples chosen for pilot study and the actual samples investigated share similar characteristics. Examples of which include diversities of students attending The Polytechnic Ibadan in terms of ethnicity, religious affiliation and gender orientation. Also, Polytechnics are also regarded as higher educational institutions in Nigeria. Therefore, the instrument internal consistency is examined using Reliability Analysis. The reliabilities of the items are presented in Table 3.9 below:

Table 3.9
Entrepreneurial Intention (Pilot Test)

S/N		Cronbach Alpha (α)	If α is deleted
1	I perceive entrepreneurs as successful people		.763
2	I prefer to be my ow boss rather than getting an unsecure job		.742
3	I prefer to be my ow boss rather than getting a secure job		.767
4	I have the desire to become an entrepreneur	.782	.764
5	My desire to become an entrepreneur is growing on daily basis		.712
6	I am determined to create my own company in the future		.726
7	I am going to create my own company within one year of graduation		.790
8	I've started getting information on registering my business		.789

Table 3.10
Entrepreneurial Education (Pilot Test)

S/N		Cronbach's Alpha (α)	Cronbach's Alpha if Item Deleted
1	I recognize more business opportunities after enrolling for entrepreneurship class.		.868
2	I realize I am more creative for business functions and activity now than before enrolling in the entrepreneurship class.		.860
3	I have more new friends who are entrepreneurs compared to before I enrolled in the entrepreneurship class.		.872
4	I can recognize more business opportunities while having discussions with friends	.886	.888
5	I learned about business opportunities from established entrepreneurs who becomes my friends		.873
6	I attend seminar and workshops during the semester I enrolled for entrepreneurial education class		.880
7	I got business ideas because of outside classroom experience		.876
8	I got the idea to start my business during entrepreneurship education class		.881

9	I have started my business while taking entrepreneurship education class	.883
10	Mentor-mentee relationship with established entrepreneurs encourage me to start my business	.865
11	I receive needed encouragement to start my business from my friends	.888

Table 3.11
Government Support (Pilot Test)

Coding		**Cronbach's Alpha (α)**	**α if Item Deleted**	**N of Items**
GS1	Government develop policies to promote entrepreneurial activities among universities students	.869	.875	6
GS2	National policies encourage entrepreneurship and development of ideas		.876	
GS3	Government through educational agencies invest in entrepreneurship research		.860	
GS4	Government through her agencies revisit and update entrepreneurial education curriculum to meet up with the economic demands		.854	
GS5	Government faces more challenges in formulating policies that will enhance entrepreneurship education		.854	
GS6	Government policies in improving the plight of entrepreneurial education in Nigeria has been successful		.801	

Table 3.12
Universal Entrepreneurial Education Curriculum (Pilot Test)

s/n		Cronbach's Alpha (α)	α if Item Deleted
1	Adopting unified entrepreneurial education syllabus will increase the entrepreneurial spirit among students		.719
2	Adopting unified entrepreneurial education syllabus will increase the entrepreneurial proactiveness among		.836
3	Adopting unified entrepreneurial education syllabus will increase the entrepreneurial competitiveness and basic skills needed in the globalized world.	.815	.714
4	It will easy for me to be choose entrepreneur as a career if universal entrepreneurial education syllabus is adopted by my institution		.741
5	Lecturers in my university are competent enough to teach using globalized entrepreneurial education syllabus		.862

3.6.3 Data Analysis Methods

This section discuses in details the methods adopted by the researcher in analyzing the collected data from respondents. The analysis software employed in this research is Statistical Package for Social Sciences (SPSS) version 23 Using SPSS, the analysis employed includes: missing data and missing values analysis, replacement of missing values, data normalization, reliability and validity of the research instruments, multicollinearity assessment, descriptive statistics for the demographic data and the items used. Furthermore, pairwise t sample T test was used in examining the difference in entrepreneurial intention of the respondents before and after taking entrepreneurial education class.

Furthermore, the researcher examines the difference in students' entrepreneurial intention before and after taking entrepreneurial education. This helps the researcher to categorize the samples into three clusters based on the changes in their perceived

entrepreneurial intention. After this, ANOVA analysis was used to examine the difference between the three classes of students based on their perceived changes in entrepreneurial intention before and after entrepreneurial education class.

After this, regression analysis with moderating effects was employed to examine the relationship between the independent variable and its dimensions (Entrepreneurial education and its types) and the moderator, government intervention (government support and perceived adoption of universal entrepreneurial education curriculum) on the dependent variable entrepreneurial intention.

Missing Data and Missing Value Analysis

Missing value analysis is regarded as the heart of inferential and parametric statistics which if not treated properly can distort the result of the analyzed data and produced a well-biased result (Garson, 2015; Rubin, 1976). In view of this, missing values are treated in this research to enhance the statistical power and the result generalizability. The nature of the data missingness were observed before the researcher replaced the missing data as proposed by (Dong & Peng, 2013; Garson, 2013; Rubin, 1987; Schafer, 1997).

Data Normalization

One of the basic assumptions of parametric analysis is normalization of data (Tabachnick & Fidell, 2007). There exist so many ways in which research data could be normalized examples of which include outlier (univariate and multivariate) removal or

deletion, data transformations, standardization and the Malahanobis Distance "D^2" (Grissom, 2000; Howell, 2007; Milligan & Cooper, 1988; Tabachnick & Fidell, 2007; Tukey, 1977).

The objective underlying this assumption of normality is to reduce the variability of the scale used for a multivariate analysis (Milligan & Cooper, 1988). Therefore, the choice of any of these methods depends on the nature of the data to be analyzed (Acuña & Rodriguez, 2004; Tabachnick & Fidell, 2007; Tukey, 1977).

In addition, there are so many parameters to determine the proximity of a data normality examples of which is not limited to skewness and Kurtosis, normal distribution graph and box-plot (Acuña & Rodriguez, 2004; Tabachnick & Fidell, 2007; Osborne, 2010; Tukey, 1977). Z-score normalization procedure was used to determine the presence of outlier as prescribed by Tabachnick and Fidell (2007). According to Tabachnick and Fidell (2007), a data set with values beyond ±3.29 was posited to possess outliers. In this research, the z-score values were determined. The z-score values were observed to be within the range proposed by (Tabachnick & Fidell, 2007).

Furthermore, D^2 approaches was employed to determine the presence of multivariate outliers. Using D^2, several data points which were at first, not observed to be outliers became outliers after removing the first set of data which poised to be outliers. According to Osborne (2010), this process is referred to as swapping and masking effects. Using D^2 to eliminate outliers will results in "massive" loss of data and

reduction in statistical power. Nonetheless, to achieve normalized data Osborne (2010) proposed Box-Cox transformation.

3.7 Chapter Summary

In summary, this chapter discussed the research philosophy and research design. Under the research design, the proposed methodological approach for this research work was presented. Then, discussion on the theoretical relationship among the variables (entrepreneurial intention, entrepreneurial education, government intervention and unified entrepreneurial; education curriculum. With this, the research framework was drawn and the research hypotheses were developed.

In addition, this chapter identifies the research population as well as the samples, the sampling frame and procedure for choosing samples were unearthed. After all these, instruments for measuring the constructs were adapted from relevant previous literatures and the last but not the least part of this chapter is the identification of proposed statistical analysis tools and techniques that will be used in analyzing the data in future.

CHAPTER FOUR

DATA ANALYSIS

4.1 Introduction

This chapter presents the results based on the output from the statistical software used that is, Statistical Package for Social Sciences (SPSS) version 24. The SPSS software was used to perform all the analysis in this research. The analysis performed are; descriptive analysis for the demographic data. Before that, SPSS was used in data screening and cleaning in which missing data and missing values were observed. Also, the SPSS statistical software was used in replacing the missing values. Furthermore, the SPSS software was used in examining the data for normality, a prerequisite for parametric tests as well as inferential statistics and hypotheses testing.

4.2 Response Rate

The data collection procedure follows a pre-and post-test experimental method of data collection. For the pre-test, a total number of 532 questionnaires were distributed to students who registered for entrepreneurial education subject across the six federal universities located in southwestern Nigeria in the year 2017 targeting at least 25% of respondents from each university. These universities are University of Ibadan, University of Lagos, University of Ife, Federal University of Technology, Akure Federal University of Agriculture, Abeokuta; and Federal University of Oye in Ekiti State.

With the help of director of entrepreneurship, head of departments, faculty deans and students' representatives at various universities. A total of 532 questionnaires were randomly distributed to the samples at all the six federal universities in southwestern Nigeria during the post-test. These randomly selected samples were retained and re-examined for the post-test.

There was a 100% response rate for the pre-test. Whereas, a 99.06% (527) response rate was observed in the post-test. However, a questionnaire was found not usable for the research. Thus, all the pre-test correspondences were traced and deleted. Therefore, a total of 526 usable questionnaires was achieved.

4.3 Data Coding

After dealing with non-response rate, the researcher encode the data. From the opinion of Churchill (1999), data coding can be categorized into two. The first category of data coding assumes the items used should tally with the construct being investigated. That is, every construct should have its own distinct set of questions below it. On the other hand, the second category of coding is construct identification. This would ensure a hitch free analysis. This study in this sense follows the suggestion of Churchill (1999) by arraigning the items in conformity with the constructs. The variables and the coded values are presented in Table 4.1 below:

Table 4. 1
Variable Coding

Variable	Function	Coding
Entrepreneurial Intention	DV	EI
Entrepreneurial Education	IV	EE
Formal Entrepreneurial Education	Types of EE	FEE
Informal Entrepreneurial Education	Types of EE	IFE
Non-formal Entrepreneurial Education	Types of EE	NFE
Government Intervention	Moderator	GI
Government Support	Types of GI	GS
Universal Education Curriculum	Types of GI	UE

4.4 Data Screening and Cleaning

The foundation of parametric study is to make sure the data are well-treated and prepared for parametric analysis. The purpose of data screening and cleaning according to Hair, Black, Babin anderson and Tatham (2006), is to make sure the data to be analyzed through parametric testing examples of which include comparison of means and multivariate analysis (regression) the two-major analysis employed in this research. As such, assumptions related to parametric test and multivariate analysis must be strictly adhered to. In this research, the data cleaning process includes treating of missing values and ensuring data normalization.

4.4.1 Missing Data and Missing Value Analysis

Although missing value and missing data are used interchangeably in most earlier researches especially, in surveys. Nonetheless, for clarity in pre-and post-experiments the two terms are differentiated pertaining to ‘what and how’ the missing values and missing data occurs. For a clarification purposes, this present research derives definition for both missing data and missing values. These definitions are presented below:

Missing Data (MD): In this research, missing data is defined as the probability or tendency in which a respondent failed to return a given questionnaire resulting to no record for such respondent.

Missing Value (MVA): MVA in this research refers to the probability that a respondent returns the questionnaire, however, some items or questions were left unattended to or unanswered.

MVA is a vital process in data analysis like other parts of research work, in the sense that improper handling of missing values before data analysis can distort the result of the analyzed data (Garson, 2015). Further reason why missing values are needed to be treated as mentioned by Garson (2015) is that treating missing values adequately will assist the researcher in avoiding Type II error.

4.4.1.1 Missing Data Analysis (MDA)

The missing data occurs because some respondents failed to return the post-test questionnaires. These respondents since they have no record in the second batch of this research, their earlier pre-test questionnaires were traced using the lecturer code number given and were automatically deleted. Similarly, during the post-test, a respondent questionnaire was found non-useful which leads to deletion of pre-test response. This information is summarized and presented in the Table 4.2 and Table 4.3 below:

Table 4. 2
Missing Data for Pre-test data

Number of Distributed	Number Returned	No Missing	Percentage missing $(\frac{ND-NR}{ND}\ x\ 100)$
532	532	0	0

Table 4. 3
Missing Data for Post-test data

Number of Distributed	Number Returned	No Missing	Percentage missing $(\frac{ND-NR}{ND}\ x\ 100)$
532:	527	5	0.94

Where *ND* = number of distributed questionnaires
NR = number of returned questionnaires

Therefore, conferring to the proposition of Garson (2015) where it was stated that a missing data of less than 5% can be ignored. Furthermore, the study of Acuna and Rodriguez (2004) concludes that missing values becomes an issue if the percentage of missingness is greater than 15%. Thus, summing up the missing data for both pre-test and post-test, the missing data was observed to be 0.94 lesser than 15% or 5%. With this, the researcher decided not to worry about the missing data.

4.4.1.2 Missing Value Analysis (MVA)

Like MDA, missing values from the returned questionnaires were also observed. The pre-test items present no missing values for the constructs measured (entrepreneurial intention before taking entrepreneurial education). For the post-test, the variable entrepreneurial intention was measured by eight (8) items, entrepreneurial education by eleven (11) items, unified education curriculum five (5) items and government support by five (5) items. Thus, the total constructs under investigation in this research were

measured by thirty-nine (39) items. The total respondents of five hundred and twenty-six (526). Therefore, the multiplication of both items and respondents equates to the data point (39 * 526 = 20, 514). This is presented in Table 4.4 below:

Table 4. 4
Missing values by variables

	Variable Data	Missing Values	
Variables	**Point**	**Count**	**Percentage**
Entrepreneurial Intention (EI)	4208	4	.095
Entrepreneurial Education (EE)	5786	35	.60
Unified Entrepreneurial Education	2630	25	.95
Government Support (GS)	2630	53	2.02
Total	**15254**	**117**	**3.67**

It was observed that the missing values for all the variables/constructs were found to be lesser than 5%, which could be ignored as proposed by Garson (2015). However, adhering to the notion posited by Glas and Pimentel (2008) where the authors argue that missing values should not be ignored while conducting experimental investigations and analyzing inferential statistics.

4.4.2 Replacement of Missing Values

Conferring to the deduction from the work of the Dong and Peng (2013), missing values if not properly taken care of might have the following implications of the research result which is not limited to; increase the data standard error, leads to loss of information, reduction of statistical power, as well as weakening of data generalizability. Therefore, before commencing on the data analysis, the researcher must make sure no values are missing as highlighted by Dong and Peng (2013) and Glas and Pimentel (2008).

Before replacing the missing values, scholars such as Dong and Peng (2013) and Glas and Pimentel (2008) argued the nature of missingness should be determined. With this, using Statistical Package for Social Science (SPSS) Version 24, the nature of the data missingness was determined using Expected Maximization (EM), it was observed that nature of the data missingness was Missing Completely at Random (MCAR) as the data present a Chi-square result which has an insignificant *p*-value. With this, MVA is therefore considered as the 'heart' of data analysis in this research work and missing data was replaced accordingly using EM approach.

4.3 Data Normalization

Before parametric tests could be performed, the data needs to assume a normal distribution. As earlier discussed, on ways of attaining data normality using Z-score, box-plot, skewness and kurtosis Mahalanobis Distance and Box-Cox or power transformation could be used in attaining data normality. Although there are conditions underlying their usage (Osborne, 2010). The data were subjected to bivariate, univariate and multivariate outlier or normality check.

Starting with the bivariate normality check using Z-score as posited by (Tabachnick & Fidell, 2007). The normality check presents that the data is free from bivariate outliers because the z-score values observed were within the range of ±3.29, as proposed by Tabachnick and Fidell (2007). With this, the data was checked for multivariate outlier 'Malahnobis Distance D^2 was employed' to achieve a normally distributed data.

The multivariate method employed in the attempt to achieve a normalized data presents that this method is not viable for this research data sets because of masking and swamping effects. In rare cases like this, Osborne (2010) thus suggests Box-Cox or power transformation normality method to be used.

An outlier is said to have a swamping effect on the nearest data point if the second data point can be regarded as an outlier without the effect of the first data point. While on the other hand, a masking effect outlier is the condition in which a second data point can be considered as an outlier under the effect of the first data point (Acuña & Rodriguez, 2004).

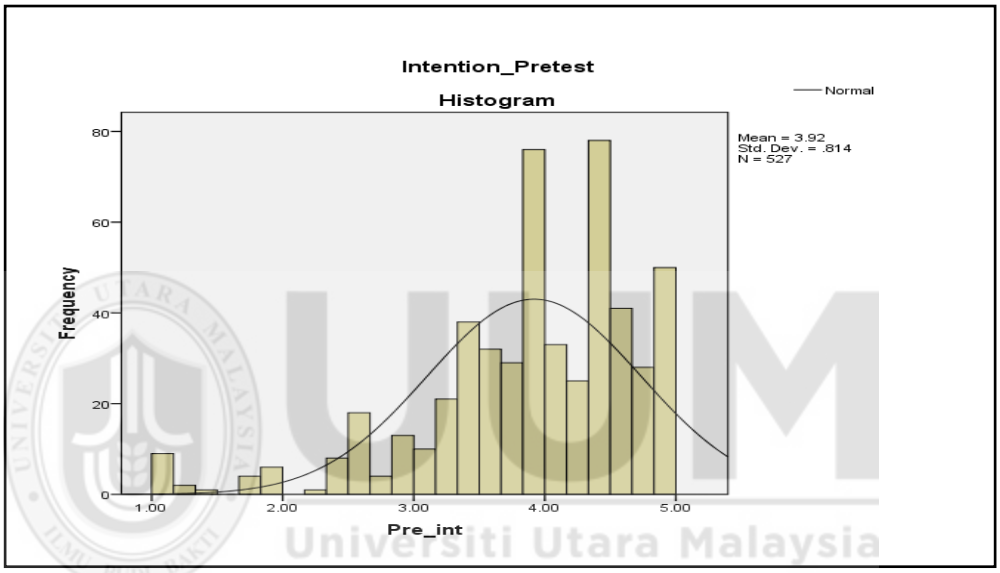
In this research, data transformations for assuming normality is favored over univariate (Z-score) and multivariate (Mahalanobis distance "D^2") methods of outlier detection and normalization process due to the nature of the data gathered. It was observed that the data gathered for this research is characterized with clustered outliers "masking and swamping effects" which rendered Mahalanobis distance method to be non-effective (Rocke & Woodruff, 1996). Therefore, to attain a near normality to fulfil the condition of parametric test, the data transformation method is employed.

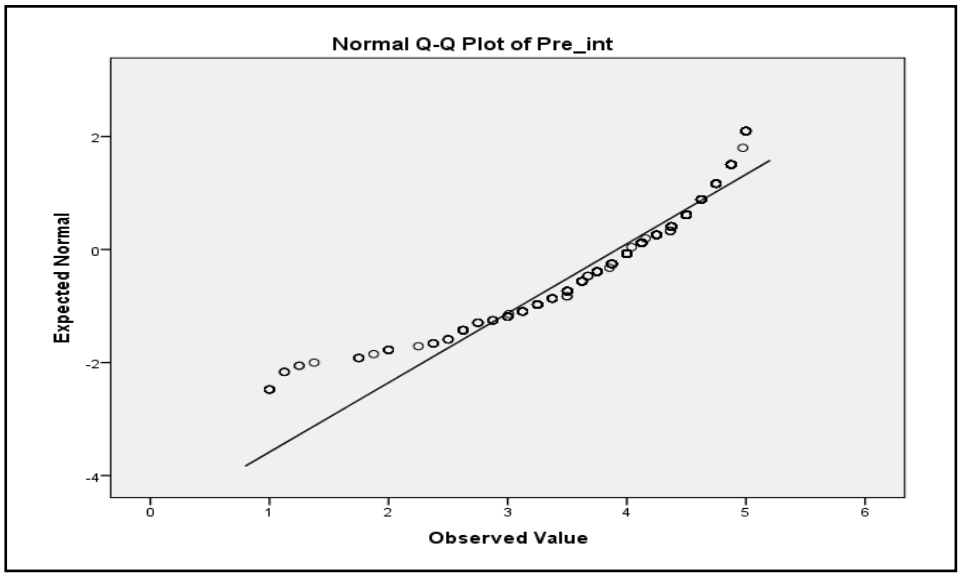
The distribution of the data was examined so that data normality is achieved. The raw data (entrepreneurial intention) for both pre-test and post-test was observed to be negatively skewed. According to Hair et al. (2013), data with absolute skewness of more

than ±1 implies the data does not assume normality. The skewness for both the pre-test and post-test is resented in the Table 4.5 and Figures 4.1 and 4.2 below:

Table 4. 5
Skewness and Kurtosis values for the pre-and post-test before transformation

	Pre-Test					Post-Test				
Var.	**Skew**	**Kurt**	**Mean**	**Median**	**SD**	**Skew**	**Kurt**	**Mean**	**Median**	**SD**
EI	-1.28	1.78	3.92	4.00	.81	-1.28	1.90	3.86	4.00	.83





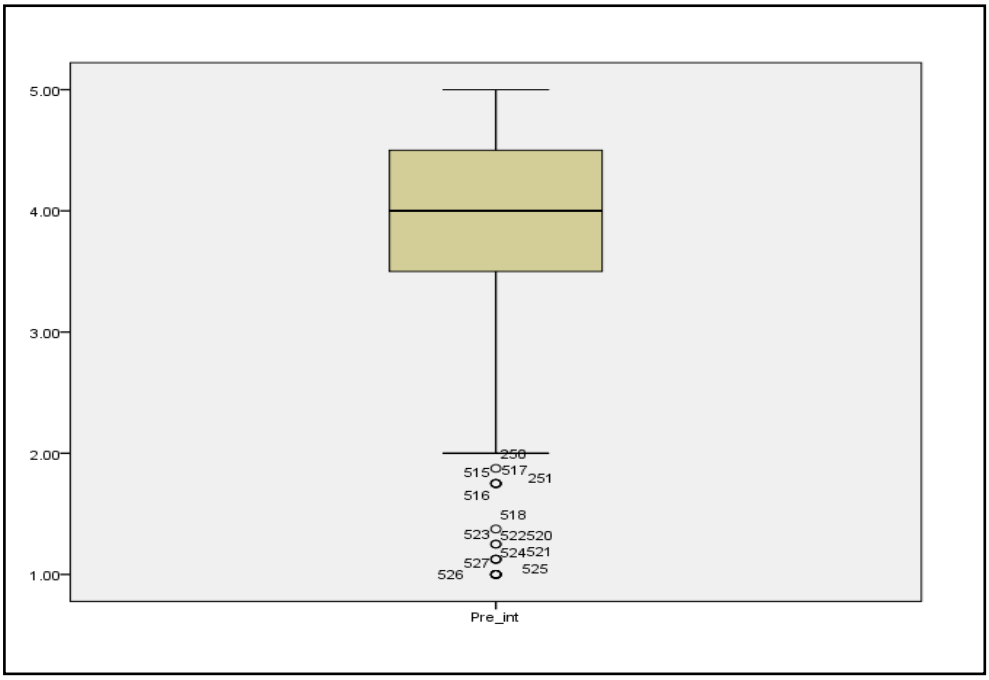
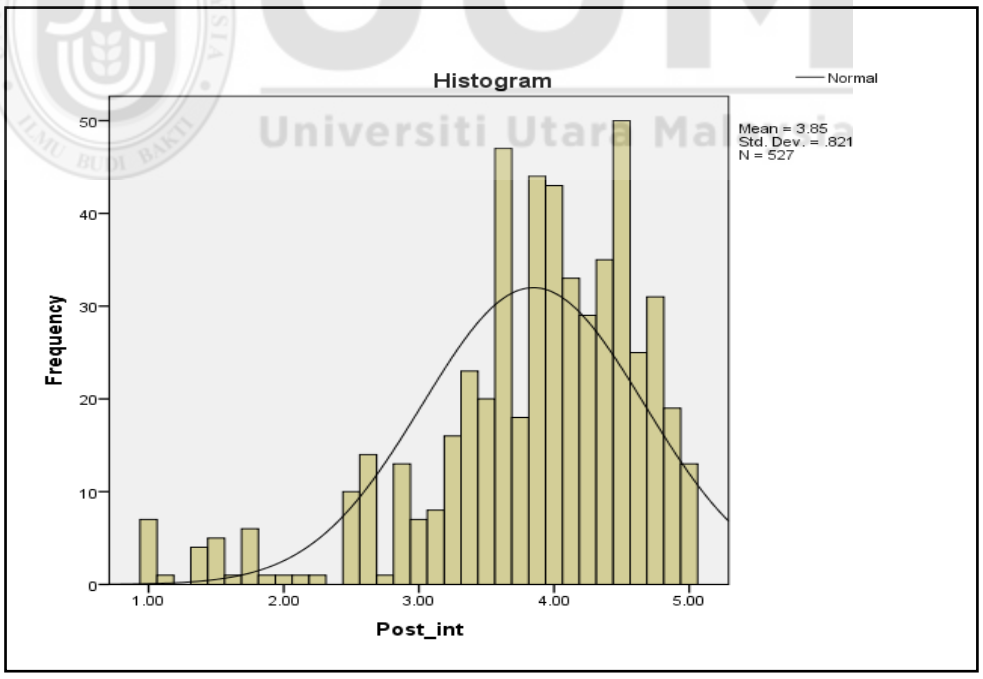
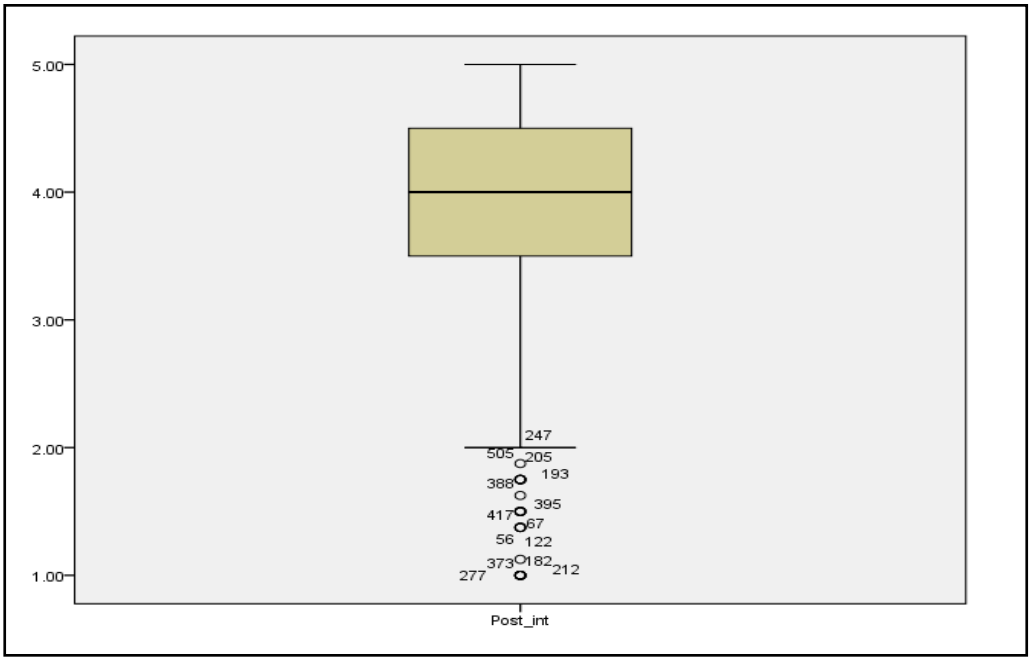


Figure 4. 1
Data Distribution (Pre-Test entrepreneurial Intention) before transformation





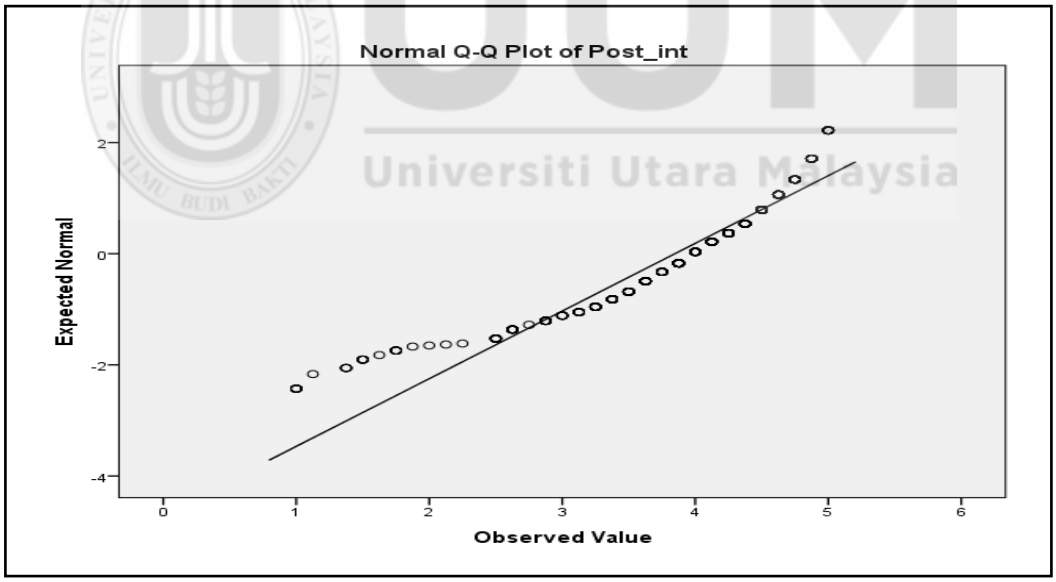


Figure 4. 2
Data Distribution (Post-Test entrepreneurial Intention) before normalization
Source: Researcher.

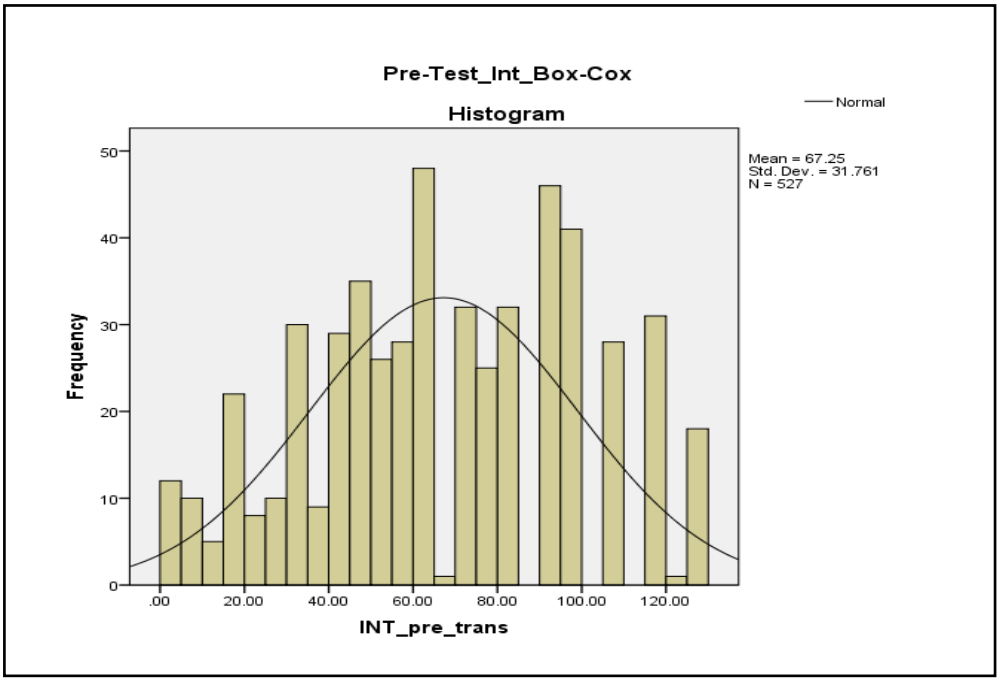
4.3.1 Data Transformation to assume Normality

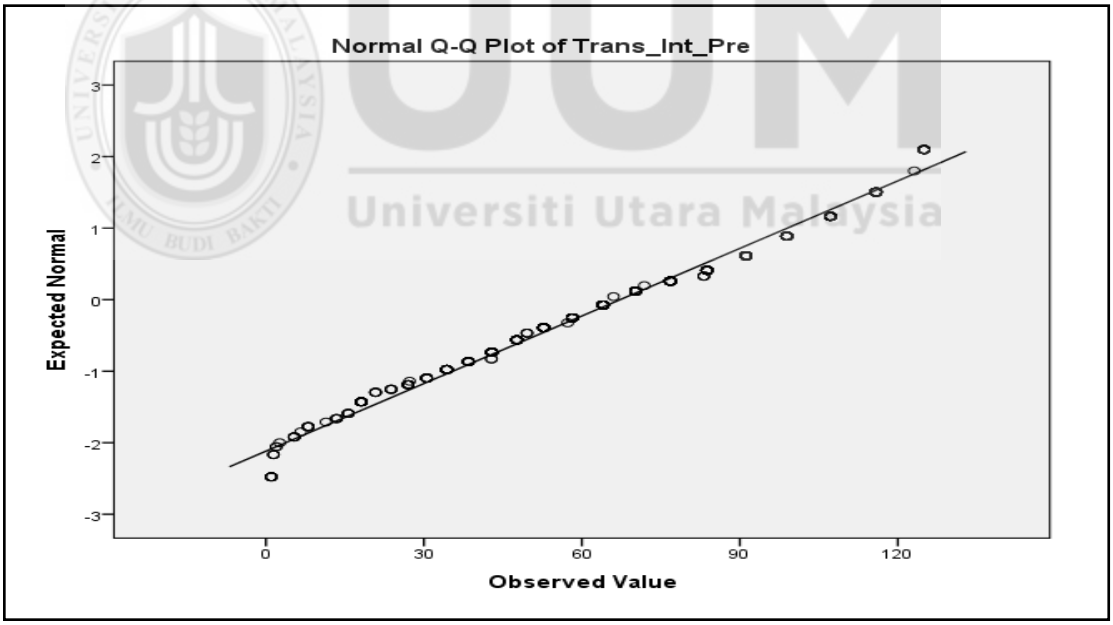
Data transformation is a process of applying a non-linear function to a data set (Roberts, 2008). Depending on the distribution (positive or negatively skewed) of the data, non-linear functions such as square-root, log and exponential function (Howell, 2007; Tabachnick & Fidell, 2007). The conditions for applying log, square and square root according to these authors is when the data to be analyzed are having a positive distribution. On the other hand, exponential function can be used in transforming a negatively distributed data. In this research, it was observed that the data (pre-test and post-test) are negatively distributed without extreme outlier. Therefore, exponential transformation (power transformation) is employed for both data sets. This is presented in the Table 4.6, Figure 4.3 and 4.4 below.

In lieu of this, the powers of the data were raised by 3 to attained normal distribution for the pre-test and post-test data. The graphical transformation and the skewness and kurtosis values are presented in the Table 4.7 and Figure 4.3 and Figure 4.4 below.

Table 4. 6
Skewness and Kurtosis values for the pre-and post-test after transformation

	Pre-Test				**Post-Test**			
Variable	Skewness	Kurtosis	Mean	SD	Skewness	Kurtosis	Mean	SD
EI	-.096	-.802	67.25	31.76	-.042	-.682	64.56	31.08





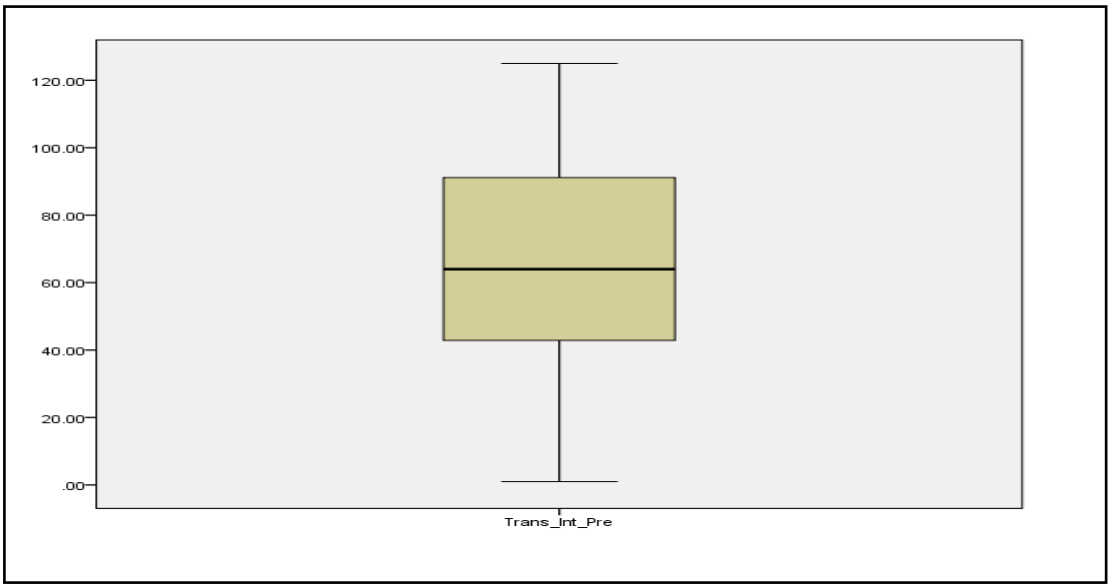
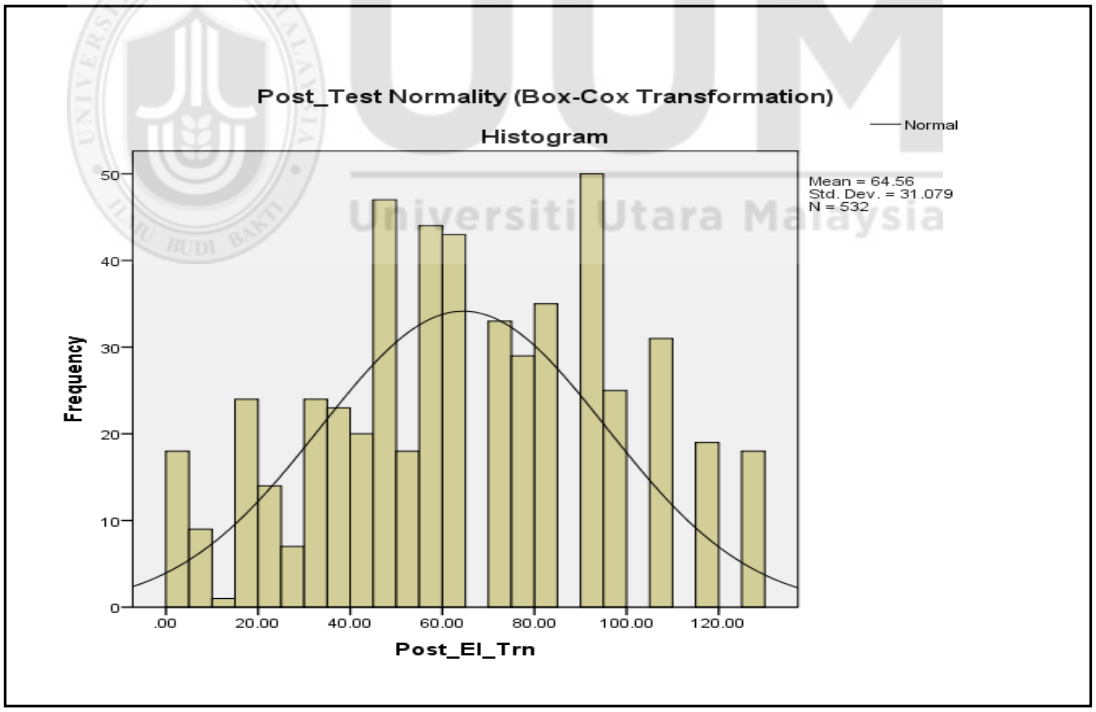
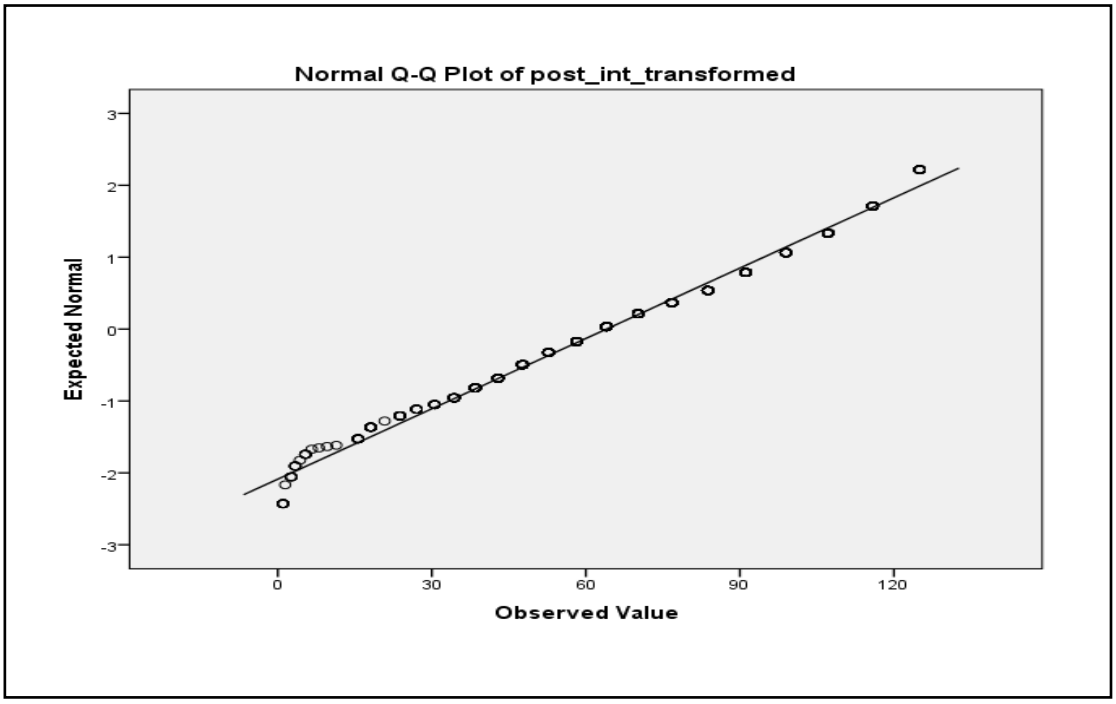


Figure 4. 3
Transformed Entrepreneurial Intention (Pre-Test) using histogram, Q-Q plot (linearity) and Box-plot





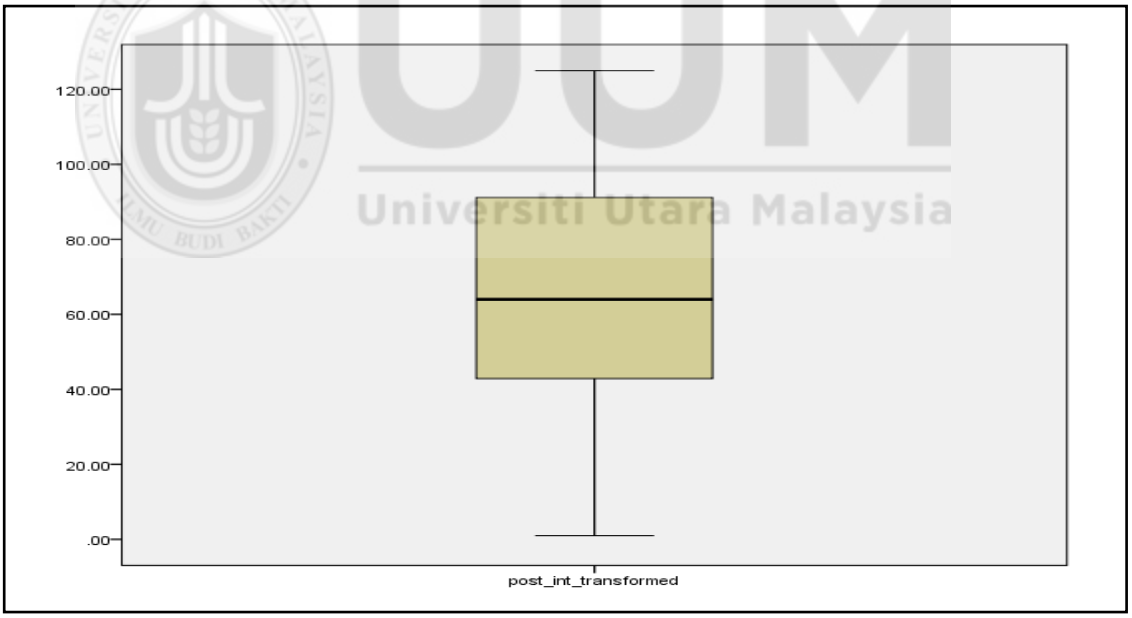


Figure 4. 4
Transformed Entrepreneurial Intention (Post-Test) using histogram, Q-Q plot (linearity) and Box-plot

With this, it is assumed that the data have attained normality distribution assumption, thus, parametric test can be conducted.

4.3.2 Multicollinearity Test

This research examines multicollinearity in two forms, namely item-wise and variable-wise. Factor Analysis (FA) is used in determining the collinearity among the items used while Variance Interest Factor (VIF) and Tolerance level were used in determining the collinearity among the variables.

The result of the multicollinearity for both cases is presented in the Tables 4.7 below:

Table 4. 7
Multicollinearity Test

Variable	KMO	Bartlett's Test	df.	Sig.
EI (pre-test)	.829	1713.861	28	.000
EI (post-test)	.864	1843.265	28	.000
EE	.850	1285.206	55	.000
UE	.822	1289.648	10	.000
GS	.794	677.116	10	.000
GI	.850	2177.986	45	.000

FA is used to determine if there exists any multicollinearity issue with the variable used in this research. As presented in the table 4.7 above, the KMO, Bartlett's test and p-values of the items show that the items used in this research are free from multicollinearity issues and items are fit to be analyzed. With this, the intended analysis can be conducted.

4.4 Analysis Presentation

At this point, after fulfilling the necessary assumptions for parametric data analysis. However, before presenting the parametric and structural modelling, the data, demography and data characteristics are presented.

4.4.1 Demographic Data

Table 4. 8
Descriptive Statistics Table

Demographic variable	Category	Frequency	Percentage (%)
	Less than 20 years	153	29.00
Age	21 – 30 years	368	69.80
	Above 31	3	.60
	Missing	3	.60
Gender	Male	253	48.00
	Female	274	52.00
	Christians	435	82.50
Religion	Muslims	85	16.10
	Others	7	1.30
	Yoruba	422	80.10
Ethnicity	Hausa	32	6.10
	Igbo	33	6.30
	Others	37	7.00
	Missing	3	.60
	Employed	21	4.00
Occupation	Self-Employed	27	8.90
	Full-Time	456	86.60
	Missing	3	.60
School or Faculty	Social Sciences	247	46.90
	Pure Science	44	8.30
	Art and Culture	13	2.50
	Others	215	40.80
		527	**100**

The main purpose of demographic of a research assists the researcher to know the descriptive nature of the research. In this study, the demographic factors are divided into two sections; section A is concerned with demographic variables that include age, gender, religion, ethnicity, occupation, school or faculty and respondent's previous knowledge. While, Section B of the demographic factors, examines the students' prior knowledge of entrepreneurship, formal, informal and non-formal entrepreneurial education.

The Table 4.8 above present the findings from the analysis. The table presents that twenty-nine percent 29% (153) of the samples surveyed are under the age of twenty (20). The majority of the respondents were observed to be within the age-group 21–30 years, having a frequency of 69.8% (368) and the least group observed is age group 31 and above, which consists only 0.6% (3) of the sample. There are three (3) respondents which amount to a 6 % decline to answer this question.

The percentage of female respondents were observed in this data to be 52% (274) of the total sample while that of males were seen to be 48% (253). This research also examined the students' religious affiliations. From the analysis, it was observed that the majority of the students examined are Christians having a percentage of 82.5% (435), followed by Muslims having 16.1% (85). The last but not the least are those students who believed in traditional religion marked as others. The total percentage observed is 1.3% (7).

Regarding the students' ethnicity, the research data presents that Yoruba students are the largest group who participated in this research having 80.1% (422) followed by other minority ethnic groups having 7% (37). While Igbo and Hausa were observed to have the least representation in this research. The percentage of respondents from these two ethnic groups as observed are 6.3% (33) and 6.1% (32) respectively.

Concerning student's occupation, the research data presents that majority of the respondents are full-time students without any prior working experience. They consist of

86.6% (456) of the total samples followed by 8.9% (47) who are self-employed. 4.0% (21) claimed to be employed and 0.6% (3) decline to answer this question. The data show that most of the students surveyed are from social science faculty or department having 46.9% (247) followed by others, that is, other specializations having 40.8% (215) respondents. Students from pure science departments which include medicine, pharmacy and engineering were seen to consist of 8.3% (44) while art and culture students were observed to be 2.5% (13) respondents. It is as well observed that responses from 1.5% (8) students were missing.

4.4.2 Descriptive Analysis of Respondents' Prior Knowledge of Entrepreneurship

The summary of respondents' prior knowledge of entrepreneurship is presented in the Table 4.19 below:

Table 4. 9
Descriptive Statistics Table for Respondents' Prior Knowledge on Entrepreneurship

Code	Variable	Category	Frequency	Percentage (%)
A1	In the past, I have learnt about Entrepreneurship	Yes	463	87.90
		No	59	11.20
		Missing	5	.90
A2	I have taken entrepreneurial subject before	Yes	404	76.7
		No	121	23.0
		Missing	2	.40
A3	I have attended classes during high school or pre-college or college level that teach entrepreneurship	Yes	341	64.7
		No	185	35.1
		Missing	1	.20
A4	I have attended short course and program about entrepreneurship	Yes	326	61.9
		No	197	37.4
		Missing	4	.80
A5	I have not attended any classes or programs but have knowledge about entrepreneurship	Yes	223	42.3
		No	293	55.6
		Missing	11	2.10
A6	I know the meaning of innovation in relation to entrepreneurship	Yes	417	79.1
		No	108	20.5
		Missing	2	.40
A7	I know the meaning of creativity in relation to	Yes	474	89.9

	entrepreneurship	No	53	10.1
		Missing	0	0.00
A8	I believe entrepreneurship is about starting small businesses	Yes	412	78.2
		No	106	20.1
		Missing	9	1.70

This section of the data investigates the students' prior knowledge about entrepreneurship. Under this section, eight (8) questions were asked. These questions investigate the respondents' prior knowledge of entrepreneurship, which include formal, informal and non-formal education. In addition, the students' knowledge on entrepreneurial innovation and creativity and their perception towards entrepreneurship as a source of knowledge on business start-up was investigated.

The analysis of the first question presents that 87.90% (463) students claimed they have in some ways learned about entrepreneurship prior to the current semester in which they registered formally for the course at their respective universities. 11.50% argued they have no idea of entrepreneurship and 0.90% (5) students failed to give the answer to this question.

The second question narrows the entrepreneurship knowledge to formal entrepreneurial education. The analysis result shows that 76.70% (404) students had in their previous education carrier enrolled formally in entrepreneurship education 23% (121) students claimed they have not formally enrolled in formal entrepreneurial education class prior to the current semester in which they were surveyed. On the other hand, 0.40% (2) students elude this question.

The third question also examines the students' experience of formal education. However, this question reminds the students the context or places which they might have learned about entrepreneurship. The idea behind this is, in recent times, some rumors are wide spreading that entrepreneurship is being taught at secondary schools. Therefore, to capture this, places such as colleges, high schools and polytechnics where formal entrepreneurial education is offered are captured. The analysis of this question shows that 64.70% (341) of the total respondents have formally learn entrepreneurial education in a formal way. On the other hand, the data show that 35.10% (185) of the respondents have not learn entrepreneurial education in a formal way in the listed centers prior their current registration. Nevertheless, 0.20% (1) respondent failed to give an answer to this question.

The fourth question in this section examines the students' prior knowledge of non-formal entrepreneurial education. The non-formal education question was asked in its simplest way of quick understanding. The question comes in a form of short courses on entrepreneurship. The analysis presents that about 61.90% (326) of the total respondents have attended a short course on entrepreneurship while 37.40% (197) argued they have not attended such a course before the current semester which they were investigated. A total of 0.80% (4) respondents failed to answer this question as well.

The fifth question is a little bit twisted in the sense that a negative question was put forward to the respondents. The question negates the earlier questions in the sense that respondents are asked if they have not taken any entrepreneurial programs or classes

prior the investigation. The results of the analysis show that 42.30% (223) respondents claimed they have not studied entrepreneurial education prior this investigation. However, a larger percentage 55.60% (293) respondents said 'No' to the negative question. This means that the questionnaires distributed were carefully read and the respondents understood its contents.

Aside this, the sixth question investigates the respondents' perception of entrepreneurship towards innovativeness. The result analysis presents a larger percentage 79.10% (417) of respondents knew the meaning of innovativeness pertaining to entrepreneurship, whereas, 20.5% (108) respondents claimed they do not know. There are 0.40% (2) respondents who failed to answer this question.

Similar to the sixth question, question seventh investigate respondents' knowledge of creativity pertaining to entrepreneurship. The result analysis presents that 89.90% (474) of the total respondents knew the meaning of creativity in entrepreneurship. On the other hand, the remaining 10.10% (53) argued not to have the idea by checking 'NO.' For this question, no missing values were observed.

The last but not the least question in this section investigates the respondents' (students) believes about entrepreneurship as a small business start-up process. The result of the analysis shows that 78.2% (412) respondents have this belief. Whereas, 20.1% (106) respondents do not belief entrepreneurship to be about starting small businesses. On the

other hand, 1.70% (9) respondents are not sure so they did not check either 'Yes' or 'No'.

4.4.3 Descriptive Statistics of the Data Analyzed

In order to obtain the data summary, the researcher employs descriptive statistics to provide a general overview of the research variables, namely: entrepreneurial intention (EI); Entrepreneurial Education (EE) which consist of three types (formal entrepreneurial education (FEE), informal entrepreneurial education (IFE) and non-formal entrepreneurial education (NFE) and government intervention (GI), which is measured using perceived adoption of unified entrepreneurial education curriculum (UE); and government support (GS).

For better understanding of the data insight, descriptive analysis was employed to examine the characteristics of the dependent variable (Entrepreneurial Intention 'pre-and post-test') as well at the independent variable (Entrepreneurial Education). The results are presented in Table 4.10 and 4.11 below:

Table 4. 10
Summary of Descriptive Statistics for Entrepreneurial Intention (Pre-Test)

Code		N	Minimum	Maximum	Mean	Std. Deviation
EI1	I perceive entrepreneurs as successful people.	527	1	5	4.01	1.20
EI2	I would rather be my own boss rather than getting an unsecured job.	527	1	5	4.20	1.16
EI3	I would rather be my own boss rather than getting a secured job.	527	1	5	3.83	1.20
EI4	I have desire to become an entrepreneur.	527	1	5	4.08	1.15
EI5	My desire to become and entrepreneur is growing on daily basis.	527	1	5	3.95	1.07
EI6	I am determined to create my company in the nearest future.	527	1	5	4.23	1.13
EI7	I am going to start my own business within one year of graduation.	527	1	5	3.77	1.12
EI8	I have started getting information on registering my business.	527	1	5	3.26	1.23

Table 4. 11
Summary of Descriptive Statistics for Entrepreneurial Intention (Post-Test)

Code		N	Minimum	Maximum	Mean	Std. Deviation
EI1	I perceive entrepreneurs as successful people.	527	1	5	3.98	1.22
EI2	I would rather be my own boss rather than getting an unsecured job.	527	1	5	4.15	1.19
EI3	I would rather be my own boss rather than getting a secured job.	527	1	5	3.57	1.26
EI4	I have desire to become an entrepreneur.	527	1	5	4.03	1.20
EI5	My desire to become and entrepreneur is growing on daily basis.	527	1	5	4.04	1.04
EI6	I am determined to create my company in the nearest future.	527	1	5	4.20	1.12
EI7	I am going to start my own business within one year of graduation.	527	1	5	3.65	1.05
EI8	I have started getting information on registering my business.	527	1	5	3.26	1.24

Descriptive Statistics Entrepreneurial Intention (Pre-Test)

The researcher observed the pattern of the response from the respondents by observing the mean score and standard deviation of the items used in measuring students' entrepreneurial intention before exposure to entrepreneurial education. This gave the researcher a deeper insight to the subject matter.

Table 4. 12
Descriptive Statistics of Items Measuring Entrepreneurial Education (Post-Test)

Code	Items	N	Minimum	Maximum	Mean	SD
EE1	I recognize more business opportunities after enrolling for the entrepreneurship class.	527	1	5	3.64	1.503
EE2	I realize I am more creative for business functions and activity now than before enrolling in the entrepreneurship class.	526	1	5	3.66	1.340
EE3	I have more new friends who are entrepreneurs compared to, before I'm enrolled in the entrepreneurship class.	525	1	5	3.04	1.453
EE4	I can recognize more business opportunities while having discussions with my friends.	527	1	5	3.84	1.286
EE5	I learned about business opportunities from established entrepreneurs who become my friend	523	1	5	3.45	1.230
EE6	I also register for seminars and workshops during the semester I	523	1	5	3.07	1.425

Code	Items	N	Minimum	Maximum	Mean	SD
	enrolled in entrepreneurship class.					
EE7	I got the idea to start my business during entrepreneurship class.	524	1	5	3.26	1.406
EE8	I also got the idea because of the outside classroom experience.	526	1	5	3.52	1.476
EE9	I have started my business while taking entrepreneurship class.	520	1	5	2.98	1.485
E19	My friends urge me to start my business.	525	1	5	2.68	1.417
E11	Interaction with established entrepreneurs encouraged me to start my own business.	524	1	5	3.40	1.538

Findings on Changes in Students' Entrepreneurial Intention

At this point, the first hypothesis of this research is tested. To achieve this, a pairwise t-test was used. The findings are presented in Table 4.13 to Table 4.15.

Table 4. 13
Paired Sample Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	intention_Pre	3.9182	527	.81439	.03548
	EI	3.8558	527	.82529	.03595

Table 4. 14
Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pre EI – Post EI	527	-.019	.657

Table 4. 15
Paired Samples Correlations

		Mean	Std.	Std. Error Mean	df	t	Sig.
Pair 1	Pre EI – Post EI	.06243	1.17065	.05	525	1.224	.22

Fulfilling the first objective of this research which is to determine if there is any difference in students' entrepreneurial intention before and after exposure to entrepreneurial education class. To accomplish this, a pairwise sample t-test was employed, the result presents that there is a negative insignificant difference in the students' entrepreneurial intention before and after they were exposed to entrepreneurial education in the year 2017 having, Pre-test Intention (M = 3.92, SD = .81) and Post-test Intention (M = 3.86, SD = .83) conditions $t(527) = 1.22$, $\rho = .221 > .05$.

This implies that before exposing the student to entrepreneurial education class, the students have higher entrepreneurial intention having mean of 3.9 ± .81% change. However, after being exposed to entrepreneurial education, the students' entrepreneurial intention was observed to have been reduced slightly having a mean of 3.86 ± .83% change. The change in entrepreneurial intention was found to have a negative insignificant effect having a correlation coefficient of $r = -.019$, $\rho = .657 > .05$.

Table 4. 16
Relationship between Entrepreneurial Education and Students' Entrepreneurial Intention

Variable	Beta	Std. Error	Standardized Beta	T-test	Sig.
Formal EE	.45	.05	.40	9.85	.00
r^2	.16				
F	96.98				
Durbin-Watson	1.66				

The Table above presents the relationship between entrepreneurial education measured as the combination of formal, informal and non-formal entrepreneurial education. The regression model presents that entrepreneurial education explains a total variance of 16% of students' entrepreneurial intention in the context of study the overall model was found to be significant having (r^2 =.16, $F(1, 525) = 96.98$, p =.000 <.001). More so, the regression analysis presents that overall entrepreneurial education was found to significantly and positively predict students' entrepreneurial intention of the students' investigated having ($\beta = .45$, $t = 9.85$, $p < .001$). Using Durbin-Watson (DW), multicollinearity was examined. The value of DW was presented to be 1.66. According to (Durbin & Watson, 1951), if DW values ranges from 1.5–2.5, the model is free from multicollinearity issues.

Table 4. 17
Regression Result for the Classes of Students on Perceived Effects of Entrepreneurial Education on their Entrepreneurial Intention

Variable	Beta	Std. Error	Standardized Beta	T-test	Sig.
Formal EE	.21	.06	.22	3.88	.00
Informal EE	.13	.06	.12	2.21	.00
Non-formal EE	.11	.11	.13	2.50	.00
r^2	1.58				
F	38.82				

Moving a step further, the researcher examines the significance of entrepreneurial education types on students' entrepreneurial intention. The multiple regression model present that the three types of entrepreneurial education, namely, formal, informal and non-formal entrepreneurial education explains a total variance of 15.8% of students' entrepreneurial intention. Further findings reveal that all the three types of entrepreneurial education have positive significant contributions to students'

entrepreneurial intention having, formal entrepreneurial education (β = .21, t = 3.88, p < .05), informal entrepreneurial education, having, (β = .13, t = 2.21, p < .05) and non-formal entrepreneurial education, having (β = .11, t = 2.50, p < .05).

Paramount to the research objectives, the researcher examined the difference in students' entrepreneurial intention before and after exposure to entrepreneurial so that as to determine the effects of entrepreneurial education on their entrepreneurial intention. The result present that effects of entrepreneurial education on students' entrepreneurial intention can classified into three broad groups namely; positive, neutral or no effect and negative perception of entrepreneurial education. Using ANOVA, the difference between these three class or groups were observed. The ANOVA result is presented in the Table 4.18 below.

Table 4. 18
Difference in Students' Perceived Effects of Entrepreneurial Education

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
EI * class2	Between Groups	(Combined)	97.658	2	48.829	98.617	.000
	Within Groups	259.452	524		.495		
	Total	357.110	526				

Table 4. 19
ANOVA Effect Size

Measures of Association

	Eta	Eta Squared
EI * class2	.523	.273

The ANOVA table above shows that there was a statistically significant difference between the three groups of students pertaining to their perception on the effect of entrepreneurial education on their intention to become entrepreneurs after being officially exposed to the entrepreneurial class in the year 2017 as determined by One-Way-ANOVA ($F(97.66, 259.45) = 98.62$. $p = .000$).

A Tukey post-hoc test also revealed that students who perceive the negative effects of entrepreneurial education on their intention is significantly different from the other two groups that is, those who perceive no-effects and positive effects of entrepreneurial education on their intention towards entrepreneurship having; no effect ($4.20 \pm .47$, $p = .000$), positive effect ($4.31 \pm .50$, $p = .000$) comparing to the students who perceive a negative effect of entrepreneur ($3.44 \pm .85$, $p = .000$).

However, there is no significant difference in perceived effects of entrepreneurial education between students who perceived no-effects and positive effects of entrepreneurial education on their entrepreneurial intention at $p = .700$, $p > .05$. It should be noted that the one-way ANOVA only present the significant difference and does not actually present how strong these influences are. So, it is therefore paramount to calculate the effect size for each group.

The effect size η^2as presented from the analysis tool is .273. Going by the rule of thumb for effect size proposed by Cohen (1988), effect size of 0.2 below to be small effects, 0.21 – 0.5 to be medium and above 0.8 to be large. Therefore, there is a relatively above

small effect of entrepreneurial education on the perceived effects of entrepreneurial education on the students' entrepreneurial intention.

Having done this, it is also not clear which entrepreneurial education types influence the perceived effects of entrepreneurial education on the students' entrepreneurial intention. To achieve this, regression analysis is employed. The three different groups at this stage were analyzed separately. The results are presented below:

Table 4. 20
Regression Result for the Classes of Students on Perceived Effects of Entrepreneurial Education on their Entrepreneurial Intention

Variable	Beta	Std. Error	Standardized Beta	T-test	Sig.
		Perceived Positive Effects			
Formal EE	.13	.19	.19	2.22	.03
Informal EE	.09	.06	.13	1.55	.13
Non-formal EE	-.07	.06	-.12	-1.49	.14
r^2	.06	.05			
F	4.30				
		Perceived No effects			
Formal EE	.03	.15	.186	.18	.85
Informal EE	.21	.14	1.492	1.49	.15
Non-formal EE	-.11	.17	-.642	-.66	.52
r^2	.10				
F	.92				
		Perceived Negative Effects			
Formal EE	.256		.08	3.39	.00
Informal EE	.092		.09	1.18	.24
Non-formal EE	.119		.14	1.97	.05
r^2	.189				
F	20.70				

Using multiple regression on each class of perceived effects of entrepreneurial education on entrepreneurial intention, the Table 4.19 above presents the significant contribution

of the types of entrepreneurial education on students' entrepreneurial intention for each class of the perceived effects of entrepreneurial education.

The multiple regression result presents that for this class of students having a positive perception of entrepreneurial education towards their entrepreneurial intention only formal entrepreneurial education was found to significantly predict their entrepreneurial intention explaining 6% of the total variance (r^2 =.06, $F(3, 224) = 4.30$, p =.006 <.05). From the regression result, only formal entrepreneurial education was found to predict students' entrepreneurial intention having ($\beta = .13$, $t = 2.22$, $p < .05$), while informal and non-formal fails to predict students' entrepreneurial intention having ($\beta = .09$, $t = 1.55$, $p > .05$) and ($\beta = -.07$, $t = -1.49$, $p > .05$) respectively.

Concerning the students that perceive no effects of entrepreneurial education, the regression result presents that none of the entrepreneurial education types predicts students' entrepreneurial intention. Although the independent variable (entrepreneurial education types explain 10% variance. Nevertheless, the model was found to be insignificant model having (r^2 =.10, $F(3, 26) = 1.00$ p =.410 > .05). The entrepreneurial education types, namely formal, informal and non-formal education was found to have an insignificant effect having ($\beta = .03$, $t = .36$, $p > .05$), ($\beta = .21$, $t = 1.49$, $p > .05$) and ($\beta = -.11$, $t = -.66$, $p > .05$) respectively.

The last group of students in this research are those students who perceive entrepreneurial education to have a negative influence on their intention to become entrepreneurs. The regression analysis presents that the independent variables have some significant contribution to the model. The result also presents that the independent variables, namely entrepreneurial education having (r^2 =.19, F (3, 266) = 20.45, p =.00 < .05). The model presents that the entrepreneurial education types explain a total variance of 19%. Further findings from the regression result reveals that formal and non-formal entrepreneurial education in this context of research predicts students' entrepreneurial intention having, formal entrepreneurial education (β = .26, t = 3.39, p < .01) and non-formal entrepreneurial education to have (β = .12, t = 1.97, p = .05). Meanwhile, informal entrepreneurial education was found to have no significant effect on the entrepreneurial intention of students that falls within this group having (β = .09, t = 1.18, p > .05).

A moderator is said to be an intervening variable M which alters the strength between an independent variable X and a dependent variable Y (Kenny, 2015). After examining the causal relationship between variable X and Y, using regression coefficient, a moderator M is usually employed to determine the casual strength or weakness between the variables X and Y.

Meanwhile Roe (2012) argues that moderating process is an illusion effect of an intervening variable M which might produce a well intervention program to those who respond and who might respond because of the introduction of the intervention variable

M (Kraemer, Wilson, Fairburn & Agras, 2001, 2002). Thus, introducing a moderator variable M into a model help provides useful information that assists in decision making and maximizing the treatment effects (Tang, Yu, Crits-Christoph, & Tu, 2009).

In this research, government intervention is introduced as a moderator into the regression so that the strength of the relationship (strong or weak) can be observed in the relationship between entrepreneurial education and students' entrepreneurial intention. As argued by Adesulu (2014), Adeyemi, et al. (2012) andersson et al. (2014), Orji and Ogbunaya (2016) and Kumar and Liu (2005) intervention programs form the government have the capabilities to strengthens or weaken the relationship between the variables 'entrepreneurial education and entrepreneurial intention under consideration in this research.

To achieve this, the conceptual model-2 designed by Hayes (2013) was adopted by the researcher. The model-2 figure is presented below. The reason for this adoption is that the two moderators were dimension of government intervention. So, analyzing them simultaneously is encouraged in the process macro designed by Hayes (2013).

At this stage, the moderating effect of government intervention (measured as the perceived adoption of universal entrepreneurial education curriculum and perceived government support) on the relationship between entrepreneurial education (measured by formal, informal and non-formal entrepreneurial education) on their intention to become entrepreneur based on their perceived effect of entrepreneurial education on

their entrepreneurial intention. The philosophy behind this is to examine the students' perception in different conditions within the same context.

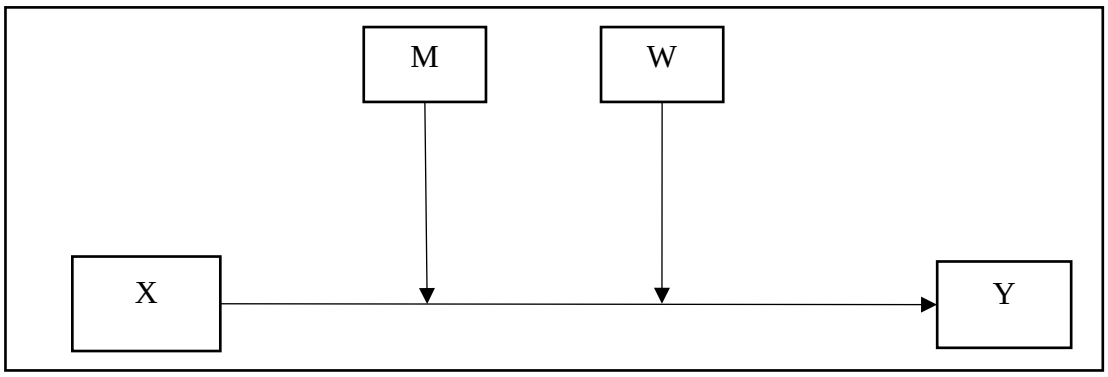


Figure 4. 5
Model II Moderating Framework
Source: Hayes (2014)

Synonymous to the earlier scholars' investigations, the author of this research examines the gross relationship and moderating effects of the variables under considerations that is, the moderating effects of government intervention on the relationship between entrepreneurial education and entrepreneurial intention irrespective of the students' perception as classified above. The regression result presents that the overall model is significant having a total variance of 21.4% that is, $r^2 = .214$, $F(3, 523) = 26.08$, $p < .05$. In the model, entrepreneurial education was presented to be a significant predictor of students' entrepreneurial intention having ($b = .26$, $t = 4.21$), $p = .000 < .001$. In addition, GI was, as well presented to have a significant contribution to the students' entrepreneurial intention having ($b = .27$, $t = 3.75$), $p = .000 < .001$.

Meanwhile, the moderating effects of GI on the relationship between EE and EI, the analysis results present that GI has a negative significant moderating effect on the relationship between EE and EI having ($b = -.15$, $t = -2.71$), $p = .007 < .01$.

Table 4. 21
Summary of Model Findings with Moderating Effect of GI on EE and EI

Relationship	Rules	Result	Decision	Direction
EE -> EI	Accept if p < .05%	P < .05	Accepted	Positive
GI -> EI	Accept if p < .05%	P < .05	Accepted	Positive
EE*GI -> EI	Accept if p < .05%	P < .05	Accepted	Negative

This research examined the moderating effect of unified entrepreneurial education curriculum adoption on the relationship between entrepreneurial education types and students' entrepreneurial intention.

To start off with, the analysis result on the moderating effects of universal entrepreneurial education curriculum and government supports on the relationship between formal entrepreneurial education and students' entrepreneurial intention present the moderating model to be fit having $r^2 = .32$, $F(5, 521) = 25.50$, $p < .05$. Also, the independent variables explain a total variance of 32% of students' entrepreneurial intention.

The analysis reveals that at 10% confidence interval (C.I.) the students perceived a negative significant effects of universal entrepreneurial education adoption having ((b = -.10, t = -3.37), p = .000 < .05). Similarly, the analysis presents that the students perceive government support to have insignificant effects on the relationship between formal entrepreneurial education and their intention to become entrepreneur having ((b = .00, t = .03), p = .98 > .05).

For the informal entrepreneurial education, the analysis result on the moderating effects of universal entrepreneurial education curriculum and government supports present that the students investigated perceived the significance of the moderators contributes significantly to the model. More so, the combination of the independent variable and the moderators explains a total variance of 30.6% of the students' entrepreneurial intention having $r^2 = .306$, $F(5, 521) = 25.00$, $p < .05$.

Further findings reveal that the students have the opinion that adopting universal entrepreneurial education will have a negative insignificant influence on the relationship between informal entrepreneurial education and their entrepreneurial intention with the values, ((b = -.15, t = -2.96), p = .01. < .05). Meanwhile, the analysis result concerning the moderating effects of perceived government supports on the relationship between informal entrepreneurial education and their entrepreneurial intention. The result presents that the students investigated perceived an insignificant moderating effect of the available government supports having (b = .13, t = 1.75), p = .08. > .05). Concerning the moderating effects of unified entrepreneurial education and government supports on the relationship between non-formal entrepreneurial education and students' entrepreneurial intention. The model result presents that the moderators have significant contributions in the model. It was also observed that non-formal entrepreneurial education and the moderators explained a total variance of 30.5%, that is, $r^2 = .305$, $F(5, 521) = 25.24$, $p < .05$.

More findings from the analysis reveals that the students examined perceived adoption of unified entrepreneurial education curriculum to have negative significant moderating effects on the relationship between non-formal entrepreneurial education and their intention to become entrepreneurs having, ((b = -.09, t = -2.05), p = .04. < .05). In addition, the students failed to perceive the moderating effects of available government supports to enhance the relationship between their non-formal entrepreneurial education and their entrepreneurial intention having, ((b = -.01, t = -.10), p = .92. > .05).

Table 4. 22
Summary of Model Findings with Moderating Effect of UE and GS

Relationship	Rules	Result	Decision	Direction
FE*UE -> EI	Accept if p < .10%	P < .10	Accepted	Negative
FE*GS -> EI	Accept if p < .05%	P > .05	Not Accepted	Positive
IFE*UE -> EI	Accept if p < .05%	P < .05	Accepted	Negative
IFE*GS -> EI	Accept if p < .05%	P > .05	Not Accepted	Positive
NFE*UE -> EI	Accept if p < .05%	P < .05	Accepted	Negative
NFE*GS -> EI	Accept if p < .05%	P > .05	Not Accepted	Negative

The moderation analysis in this section considers the classes of students who perceive entrepreneurial education types has significant relationship to their intention towards entrepreneurship. With this, the moderating effects of government intervention was examined on the relationship between entrepreneurial education and entrepreneurial intention on two classes of students. These are the positive and the negative classes.

Starting with the group that perceived the positive effect of entrepreneurial education on entrepreneurial intention, the moderating effect of universal entrepreneurial education curriculum adoption and government supports on the relationship between non-formal entrepreneurial education and entrepreneurial intention. The model explained a 7%

variance in students' entrepreneurial intention. Furthermore, the overall model was presented by the regression result to be significant having, $r^2 = .07$, $F(5, 264) = 2.98$, $p < .05$.

The moderation result presents that the students investigated perceived the adoption of universal entrepreneurial education curriculum adoption have negative insignificant moderating effects on the relationship between formal entrepreneurial education and entrepreneurial intention having ($b = -.01$, $t = -.16$), $p = .87 > .05$).

Similarly, the moderation analysis reveals that the students who perceive entrepreneurial education to have positive influence on their entrepreneurial intention have the perception that the available government supports have negative insignificant moderating effects on the relationship between formal entrepreneurial education and their entrepreneurial intention having ($b = .07$, $t = 1.03$), $p = .30 > .05$.

More so, the model tests the moderating effects of universal entrepreneurial education curriculum adoption and government support on the relationship between informal entrepreneurial education and entrepreneurial intention among those students who perceive the positive effect of entrepreneurial education on their intention to become entrepreneurs. The overall model presents a variance (r^2) of .093, $F(5, 222) = 4.05$, $p < .005$.

Furthermore, the contribution of individual moderators was investigated. Starting with the universal entrepreneurial education adoption, the result presents that the students investigated perceived a negative insignificant moderating effect of adopting universal entrepreneurial education curriculum on the relationship between informal entrepreneurial education in enhancing their intention to become entrepreneur having (b = -.01, t = -.11), $p = .92 > .05$.

Whereas, concerning the perceived government support moderating the relationship between informal entrepreneurial education and entrepreneurial intention, the analysis result present that at 10%, government support moderates the relationship between informal entrepreneurial education and entrepreneurial intention among student who perceive positive effects of entrepreneurial education on entrepreneurial intention included in this research having (b = .19, t = 1.88), $p = .06 < .10$.

The moderating effects of government intervention measured as combined perceived adoption of unified entrepreneurial education curriculum and perceived government support was examined on the relationship between non-formal entrepreneurial education and students' entrepreneurial intention. The model presents that the independent variable explains a total variance of 5% of the students' entrepreneurial intention having (r^2) = .05, $F(5, 222) = 2.65$, $p < .005$.

The individual moderating effect of the moderator was also examined on the relationship between non-formal entrepreneurial education curriculum and students' entrepreneurial intention. For the perceived adoption of unified entrepreneurial

education, the moderation result presents the students investigated do not perceive adopting unified entrepreneurial education can enhance the relationship between non-formal entrepreneurial education and their intention towards entrepreneurship having (β = .09, t = 1.29), p = .20 > .05).

Furthermore, the result of the analysis presents that the students investigated do not perceived the available government supports to moderates the relationship between non-formal entrepreneurial education and the intention to become entrepreneurs having (β = .03, t = .47), p = .64 > .05).

Table 4. 23
Summary of Model Findings with Moderating Effect of UE and GS (Positive Class)

Relationship	Rules	Result	Decision	Direction
FE*UE -> EI	Accept if p < .05%	P > .05	Not Accepted	Negative
FE*GS -> EI	Accept if p < .05%	P > .05	Not Accepted	Negative
IFE*UE -> EI	Accept if p < .05%	P > .05	Not Accepted	Negative
FE*GS -> EI	Accept if p < .05%	P < .05	Accepted	Positive
NFE*UE -> EI	Accept if p < .05%	P > .05	Not Accepted	Positive
NFE*GS -> EI	Accept if p < .05%	P > .05	Not Accepted	Positive

This research investigates the moderating effect of government intervention measured by universal entrepreneurial education curriculum adoption and government supports on the relationship between formal entrepreneurial education and entrepreneurial intention. The model presents that government intervention has a significant moderating effect on the relationship between the variables also having an increase in variance in students' entrepreneurial intention, r^2 = .41, F(5, 264) = 21.31, p < .001.

The individual contribution of the moderators (universal entrepreneurial education curriculum adoption and government supports) was included in the regression model. The result presents that the students surveyed do not perceive universal entrepreneurial education curriculum adoption to moderates the relationship between formal entrepreneurial education and entrepreneurial intention having (b = .01, t = .06), p = .95, > .05.

Similarly, concerning the moderating effect of government supports on the relationship between formal entrepreneurial education and entrepreneurial intention, the analysis presents that the students investigated perceive government support to have a negative insignificant effect on the relationship between formal entrepreneurial education and their entrepreneurial intention having (b = -.06, t = -.70), p = .49, > .05.

This research investigates the moderating effect of universal entrepreneurial education curriculum adoption and government supports on the relationship between informal entrepreneurial education and entrepreneurial intention. In the first step, formal entrepreneurial education was inputted as the independent variable and entrepreneurial intention as the dependent variable. In the second step of the regression analysis, Universal entrepreneurial education curriculum adoption and government supports was entered into the model and it explained an overall significant increase in variance in students' entrepreneurial intention, r^2 = .39, F(5, 264) = 21.08, p < .001.

Considering the moderating effect of universal entrepreneurial education curriculum adoption on the relationship between informal entrepreneurial education and entrepreneurial intention, the analysis presents that the students investigated believed adopting universal entrepreneurial education curriculum to enhance the relationship between entrepreneurial education and entrepreneurial intention have a negative insignificant effect having (b = - .08, t = -1.15), p = .34 > .05.

Similarly, government supports failed to moderate the relationship between informal entrepreneurial education and entrepreneurial intention having (b = .06, t = .64), p = .53 > .05.

The moderating effect of universal entrepreneurial education curriculum adoption and government supports on the relationship between non-formal entrepreneurial education and entrepreneurial intention. The model was found to explain an overall significant variance of 41% in students' entrepreneurial intention having, r^2 = .41, F(5, 264) = 22.08, p < .001.

The moderation analysis presents that universal entrepreneurial education curriculum adoption failed to moderate the relationship between informal entrepreneurial education and entrepreneurial intention having (b = .01, t = .15), p = .88 > .05.

Similarly, the moderation analysis reveals that the students who perceived entrepreneurial education to have negative influence on their entrepreneurial intention have the perception that the available government supports have negative insignificant

moderating effects on the relationship between non-formal entrepreneurial education and their entrepreneurial intention having (b = -.06, t = .10), p = .34 > .05).

Table 4. 24
Summary of Model Findings with Moderating Effect of UE and GS (Negative Class)

Relationship	Rules	Result	Decision	Direction
FE*UE -> EI	Accept if p < .05%	P > .05	Not Accepted	Positive
FE*GS -> EI	Accept if p < .05%	P > .05	Not Accepted	Negative
IFE*UE -> EI	Accept if p < .05%	P > .05	Not Accepted	Positive
FE*GS -> EI	Accept if p < .05%	P < .05	Not Accepted	Positive
NFE*UE -> EI	Accept if p < .05%	P < .05	Not Accepted	Positive
NFE*GS -> EI	Accept if p < .05%	P > .05	Not Accepted	Negative

CHAPTER FIVE

DISCUSSION, RECOMMENDATION AND CONCLUSION

5.1 Introduction

This chapter provides the summary of findings, discussions, suggestions, recommendation and conclusion for the entire research conducted. Recalling the main objective of this research, which is to gain a better understanding of the causes of mixed evidences of entrepreneurial education reported by earlier scholars and explore the effectiveness of entrepreneurial education on enhancing the entrepreneurial intention of students in Nigeria to become entrepreneurs. To achieve this, the research amalgamates the fragmented entrepreneurial education into a single model by examining entrepreneurial education from the types of education namely formal, informal and non-formal education.

Furthermore, this research measures the moderating effects of government intervention (using perceptions of students towards the effectiveness of available government supports (GS) and perception of students on the adoption of unified entrepreneurial education curriculum (UE) on the relationship between entrepreneurial education represented by education types and entrepreneurial intention (EI) as presented in the previous chapter four.

Therefore, this chapter starts to outline the research by summarizing the result of the data analyzed. Besides, section 5.3 discusses the findings based on the hypotheses

formulated and the methodology employed with the support of various relevant literatures. However, to gain more insights on the discussion pertaining to the nature of the findings, students' prior knowledge relating to entrepreneurship was discussed first. Subsequently, the following section, that is, Section 5.4 presents the research contributions which entail practical, theoretical and methodological knowledge.

The research focused the subject, enhancing the effect of entrepreneurship education offered to Nigerian students aimed at improving their intention to become entrepreneurs. To achieve this, entrepreneurial education was divided into the three major types of education. Entrepreneurial intention was measured as the intent to start a new business or creates a new firm. The data were collected through pre-designed questionnaire following a quasi-experimental research procedure, that is, before the students were exposed to entrepreneurial education subject and after the completion of the entrepreneurial education class for the first semester in 2017. The time for the second round of data collection was shortly before they sat for their final exams at their various universities. The subjects or participants in this research were selected randomly from all the six federal universities in the South Western region of Nigeria.

The data collected was analyzed using Statistical Package for Social Science (SPSS) version 23. The SPSS is used in conducting all the statistical analysis ranging from data cleaning and cleansing to the last parametric analysis test. To analyze the moderating effect of government intervention on the relationship between entrepreneurial education

and its types on students' entrepreneurial intention, Hayes process macro was installed on the SPSS package Hayes (2013). Hayes moderation model 1 and 2 were employed.

Overall, this research has succeeded in advancing the current understanding of the effectiveness of entrepreneurial education in enhancing the students' intention to become entrepreneurs by providing answers to the following research questions:

i. Does entrepreneurial education have a significant relationship to intention of students towards entrepreneurship?

   a. Is there any significant relationship between formal entrepreneurial education type and entrepreneurial intention among students?

   b. Is there any significant relationship between informal entrepreneurial education type and entrepreneurial intention among students?

   c. Is there any significant relationship between non-formal entrepreneurial education type and entrepreneurial intention among students?

ii. Do government interventions have a significant moderating effect on the relationship between entrepreneurial education and intention of students towards entrepreneurship?

a. Do government entrepreneurial education policies moderate the relationship between entrepreneurial education and students' entrepreneurial intention?

b. Does adoption of unified entrepreneurial education curriculum moderate the relationship between entrepreneurial education and students' entrepreneurial intention?

iii. Is there any difference in students' entrepreneurial intention before and after taking entrepreneurship education subject?

5.3 Discussion on Research Findings

This section of this report discusses in detail the empirical findings from the analysis results. The findings from this research attest to the significant influence on entrepreneurial intention as concluded by earlier scholars, for example, Dogan (2015), Fayolle and Klandt (2006), Fayolle and Gailly (2015) and Hsiung (2018).

This research does not just attest to the significance of entrepreneurial education on the entrepreneurial intention among students, it also attests the research model. The research model developed in this research helps to identify the source of the mix findings pertaining to the significance of entrepreneurial education to entrepreneurial intention presented by previous scholars. Furthermore, the research model developed coupled with the methodology adopted in this research unearth the conditions in which

entrepreneurial education is perceived by students to have either positive, negative and or no-effect on their intention to become an entrepreneur.

5.3.1 Prior Knowledge of Entrepreneurship and Entrepreneurial Intention

The results obtained from the analysis conducted in chapter four reveal that a high percentage of the respondents (87.90%) have previously learned about entrepreneurship. Similarly, 76.7% of the students investigated acknowledge the fact that they, at one point of their education before the year 2017, have taken entrepreneurial education. The results of the prior knowledge in this regard attest to the claims by Davis et al. (2015) and Mazzarol (2014) that entrepreneurship in recent times has become popular around the globe. With this, the researcher concludes entrepreneurship and entrepreneurial education is neither a new concept nor a new phenomenon of Nigerian students. It is further concluded that the students investigated are well acquainted the general concept of entrepreneurship and are familiar with entrepreneurial education.

5.3.1 Entrepreneurial Education on Entrepreneurial Intention.

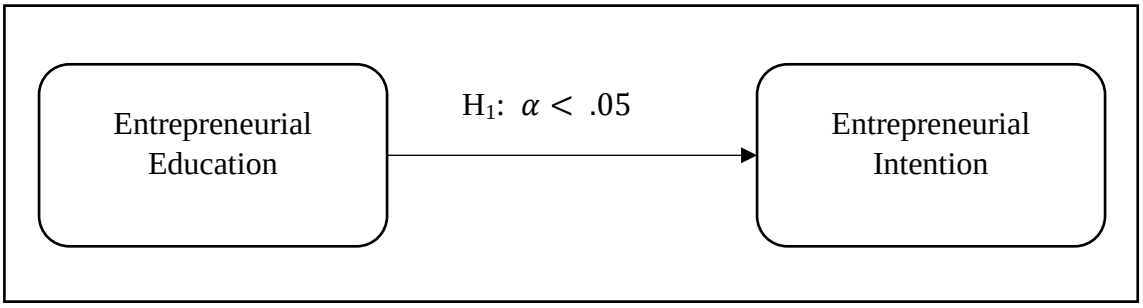


Figure 5. 1
Significant Relationship between Entrepreneurial Education and Entrepreneurial Intention

The empirical result from this research maintains that entrepreneurial education plays a significant role in influencing the entrepreneurial intention of the students to become entrepreneurs. In this regard, the researcher concurs to the arguments that favor the notion that entrepreneurial education is among the significant factors that influences students' entrepreneurial intention. The finding was in line with that of Dogan (2015), Fayolle and Klandt (2006), Fayolle and Gailly (2015), Hsiung (2018), Khalifa and Dhiaf (2016) Mohammed et al. (2011) and Welsh et al. (2016) where they all conclude a significant relationship between entrepreneurial education and entrepreneurial intention. Alternatively, the findings in this research contradict the arguments of Bae et al. (2014), Lorz (2011), Maina (2011) and Olomi and Sinyamule (2009) arguing entrepreneurial education has no significant contribution towards intention to become an entrepreneur. In view of this, the result obtained from the empirical evidence in this research affirms that entrepreneurial education offered to students at Federal universities in southwestern Nigeria has a significant contribution to their intention towards entrepreneurship.

However, in a logical sense of the reality, ever since the introduction of entrepreneurial education in higher education curriculum in Nigeria as early as the year 2000, if truly, entrepreneurial education does have been significant contribution, then, there supposed to have been significant entrepreneurial activities in the country as intention predicts action (Krueger et al., 2000). But, the reality is, fewer students are willing to become entrepreneurs, even in the face of high unemployment raving the country.

In view of the reality phenomenon in the context of study and conferring back to the general education, a generic model was redesigned by classifying all forms of entrepreneurial education into three types of entrepreneurial education. The contribution of these types of education was examined and discussed in the later sub-sections of this chapter.

5.3.2 The Significance of Entrepreneurial Education Types on Students' Entrepreneurial Intention

In this research, a generic framework for entrepreneurial education was proposed in which entrepreneurial education was divided into three types and the relationship between these three types of entrepreneurial education on students' entrepreneurial intention was examined. The results indicate that the three types of entrepreneurial education to have significant influence on the students' intention to become entrepreneurs. Thus, this research confirmed that these three types of entrepreneurial education in the entrepreneurial education curriculum significantly contributes in influencing students' entrepreneurial intention.

Relating the observed empirical result to earlier studies, the purpose of including informal and non-formal entrepreneurial education (in the form of networking, team building, role model, business exposure and economy exposure, which were summarized into experiential learning) is to compliment the formal entrepreneurial education taught in the class (Dib, 1988; Ekpoh & Edet, 2011; Malcolm et al., 2003; Martin & Osberg, 2015). Therefore, this research concludes that students should be

exposed to a entrepreneurial education (having formal, informal and non-formal entrepreneurial education) because it is a significant factor that has the ability to enhance students' entrepreneurial intention.

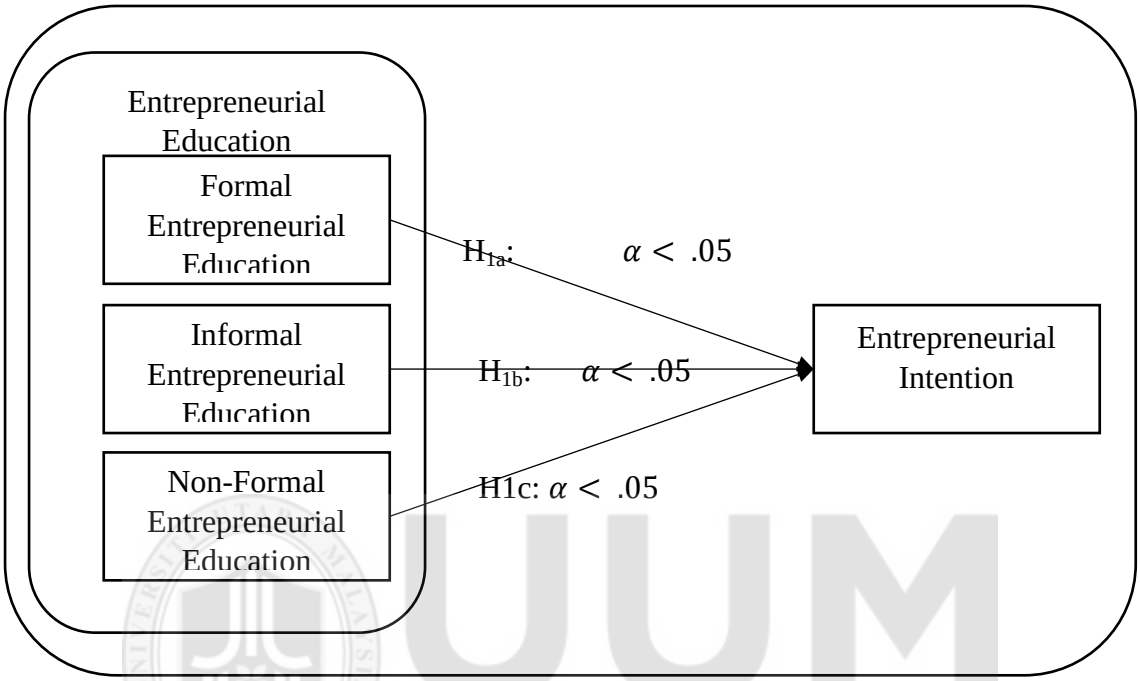


Figure 5. 2
Significance of Entrepreneurial Education Types on Students' Entrepreneurial Intention

Further analysis on the result using Pearson Correlation analysis reveals that there is a significant positive correlation between the entrepreneurial education types, formal, informal and non-formal entrepreneurial education. Thus, confirming the postulations of earlier studies on education by Dabale and Masese (2014), Ekpoh and Edet (2011), Farouk and Ikram (2014), Lee et al. (2005) and Weber et al. (2009) arguing that education types are strongly related, thus, complimenting one another. In this sense, the absence of one or more types of entrepreneurial education in any education curriculum makes such curriculum incomplete (Farouk & Ikram, 2014; Lee et al., 2005; Weber et

al., 2009). Hence, the result observed signifies that the entrepreneurial education offered in the research context is incomplete.

5.3.3 Discussion on Perceived Effects of Entrepreneurial Education Types on Students' Entrepreneurial Intention by Class

Combining the model in Figure 5.2 above and the two-times data collection methods adopted in this research, the researcher was able to determine and classify the perceived changes in students' entrepreneurial intention into three clusters or class namely positive, no effect and negative class. Furthermore, the significance of each entrepreneurial education type was unveiled.

Class of Students with Positive Perception of Entrepreneurial Education on Students' Entrepreneurial Intention

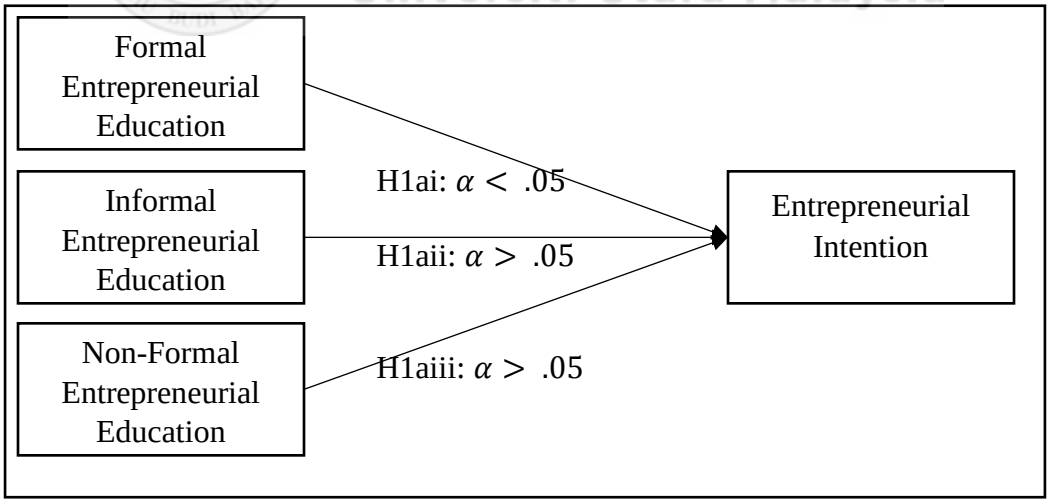


Figure 5. 3
Significance of Entrepreneurial Education Types on Students' Entrepreneurial Intention

The analysis result presents that formal entrepreneurial education has significant influence in enhancing this group of students' entrepreneurial education. The

significance, nature of formal entrepreneurial education in this sense, signifies that this group of students after exposure to entrepreneurial education identify formal entrepreneurial education as a source that equip them with cognitive skills and entrepreneurial awareness.

Thus, the finding in this regard confirm the results of earlier studies where it was argued that formal entrepreneurial education has a significant positive effect in enhancing students' entrepreneurial intention (Amos et al., 2015; Dogan, 2015; Ekpoh & Edet, 2011; Farouk & Ikram, 2014; Fretschner & Weber, 2013). The significant nature of the result refers to the notion that this group of students that perceived positively entrepreneurial education effects on their intention towards entrepreneurship, hence, believes that the entrepreneurial education curriculum contents is relevant, effective and up to date.

So, it can be argued that the positive cluster were able to assimilate and relate what was being taught in the four corners of the classroom with their entrepreneurial environment in terms of entrepreneurial awareness and business startup. This finding, therefore, confirmed the studies of earlier scholars such as Mohammed et al. (2015), Olorundare and Kayode (2014) and Velásquez et al. (2018) where they argue formal entrepreneurial education to equip students with cognitive skills and entrepreneurial awareness needed to embark on an entrepreneurship journey and creating a new business.

Meanwhile, for this category of students, non-formal and informal entrepreneurial education offered do not have significant effects on their entrepreneurial intention. This might be because they are not aware of the importance of these entrepreneurial education types. Concerning the contribution of informal and non-formal entrepreneurial education argued by earlier scholars Amos et al. (2015), Falck et al. (2012), Moldovan and Bocos-Bintintan (2015) and Martin et al. (2011) where it was proposed that these types of education complements the formal entrepreneurial education in the form of experiential learning and networking.

Therefore, perceived absence or insignificant of these entrepreneurial education types in the current entrepreneurial education might leave the students with just a theoretical knowledge of entrepreneurship while the technical parts that expose the students to the real reality is missing. Therefore, it is argued that the entrepreneurial students under this class perceive informal and non-formal entrepreneurial education is missing confirming earlier studies arguing a missing link between current entrepreneurial education and the knowledge needed for survival in the volatile economy (Akande, 2014; Economist, 2016; Fayolle, 2000; Md-Yassin, 2011; Olorundare & Kayode, 2015).

Class of Students with No Change in Perceived Effects of Entrepreneurial Education on Students' Entrepreneurial Intention

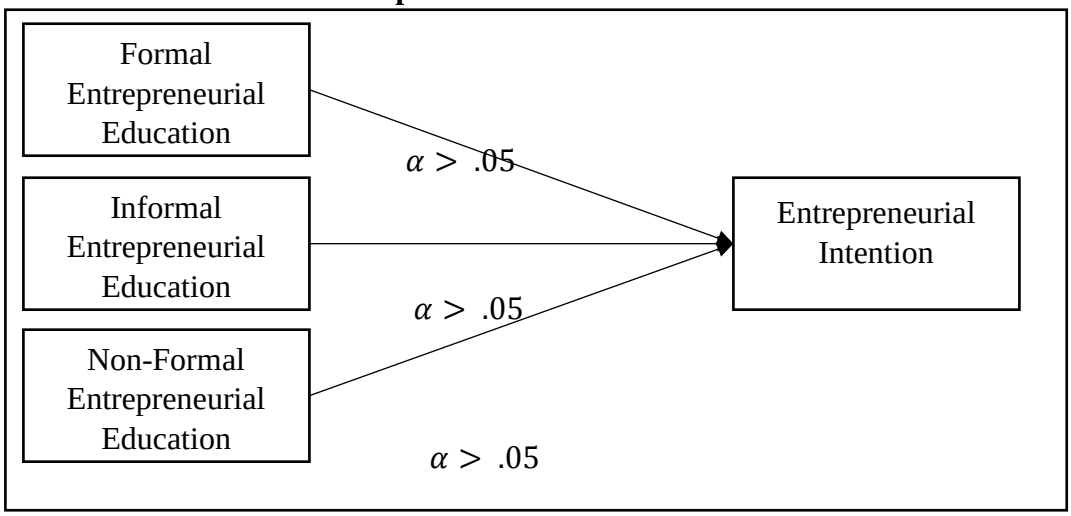


Figure 5. 4
Significance of Entrepreneurial Education Types on Students' Entrepreneurial Intention

The findings of this class of students present that entrepreneurial education has no significant effect on students' entrepreneurial intention. This implies that these students perceive no change in their entrepreneurial intention even after exposure to entrepreneurial education. The result thus conforms to the arguments of Bae et al. (2014) and do Paço et al. (2011) concluding that entrepreneurial education has no effects on enhancing the intention of students toward entrepreneurship. On the other hand, the findings oppose the arguments that entrepreneurial education significantly influence students' entrepreneurial intention as proposed by (Martin & Osberg, 2015; Martin et al., 2011) .

The insignificant contribution of all the types of entrepreneurial education on the entrepreneurial intention of students that falls into this class presents that these students are totally disconnected from the entrepreneurial education class. As perceive by the researcher, these might be because of their attitude towards entrepreneurship subjective

norm or perhaps the perceived risks in entrepreneurial journey which turn them off totally from entrepreneurship**.** On the other hand, the research opined the total insignificant influence of this group of students might be because of their attitudes towards entrepreneurial education. With this result, the research, therefore, argues that with the current state of entrepreneurial education in Nigeria, to improve students' entrepreneurial intention will be a complicated task.

Class of Students with Negative Perception of Entrepreneurial Education on Students' Entrepreneurial Intention

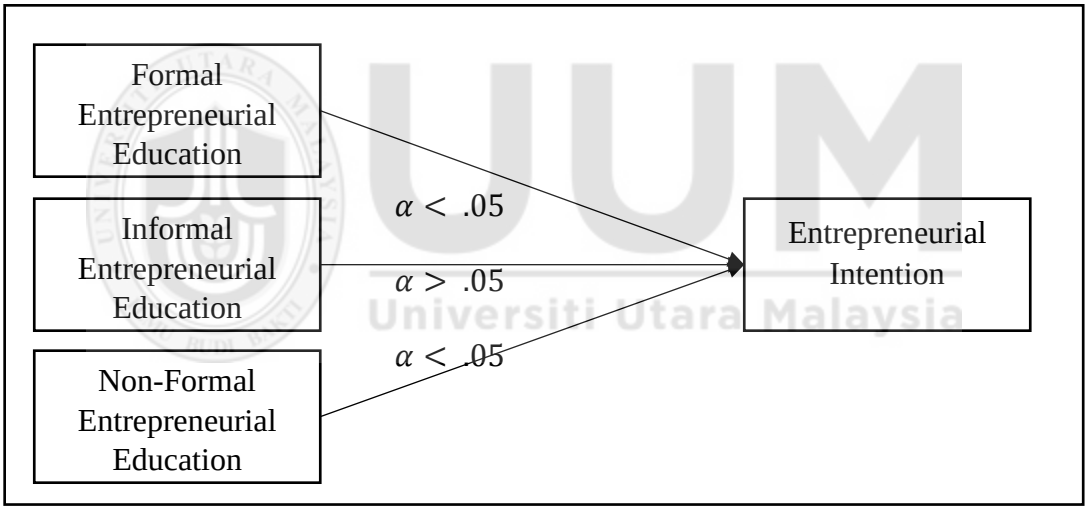


Figure 5. 5
Significance of Entrepreneurial Education Types on Students' Entrepreneurial Intention

Concerning the third class of students, that is, those students who perceived negative influence of entrepreneurial education on their entrepreneurial intention. The regression analysis result presents formal and non-formal entrepreneurial education to have significant effects on students' entrepreneurial intention. In this group, two phenomena were observed. The first phenomenon is the significant effect of formal entrepreneurial education which tallies with the discussion above.

The informal entrepreneurial education being referred to as experiential learning similar to formal entrepreneurial education, however, it is less formal and the duration is shorter than formal entrepreneurial education is found to be missing among this class of students. This education type enhances interpersonal relation and increase networking among student (Dib, 1988; Martin & Osberg, 2015; Moldovan & Bocos-Bintintan, 2015; Schugurensky, 2000). Therefore, the lack of such education in the offered entrepreneurial education is responsible for the negative perception of this class of students

Non-formal entrepreneurial education as argued by earlier scholars complement formal education and it has been widely used by practitioners to enhance performance as on the job training Moldovan and Bocos-Bintintan (2015) and students' knowledge acquired Cucos (2002). However, the significance of non-formal entrepreneurial education and formal entrepreneurial education in this research argues negative effects of entrepreneurial education on students' entrepreneurial intention. This implies that there is a mismatch between the formal entrepreneurial education and the non-formal entrepreneurial education leading to the negative perceived effects of entrepreneurial education on students' entrepreneurial intention.

The insignificant of informal entrepreneurial education in this research is attributed to presence of individuality rather than collectivism among Nigerian students. Although, this research did not examine the influence of individuality and collectivism on students' entrepreneurial intention, however, one of the characteristics of entrepreneurship is the

networking which falls under informal entrepreneurial education types (Amos et al., 2015; Moldovan & Bocos-Bintintan, 2015). As noted by Amos et al. (2015), Heblich et al. (2015) and Thompson (2009) informal entrepreneurial education plays a significant role in entrepreneurship. The lack of it implies that one of the key elements in realizing entrepreneurship is missing as suggested by (Amos et al., 2015; Moldovan & Bocos-Bintintan, 2015; Olorundare & Kayode, 2014).Discussion on the Moderating Effects

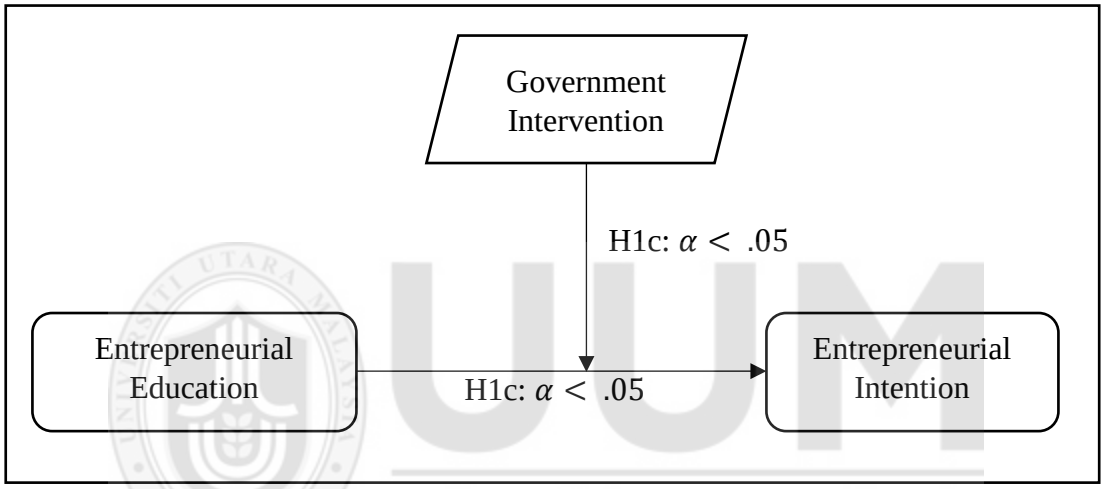


Figure 5. 6
Significance of Entrepreneurial Education Types on Students' Entrepreneurial Intention

The discussions cover the post-test survey where data on the independent variable, moderating and dependent variable were gathered from the respondents. The research employs government intervention as a possible moderating variable that enhance students' entrepreneurial intention irrespective of the significance of entrepreneurial education. The moderating variable 'government intervention' was measured by two variables, namely universal entrepreneurial education curriculum adoption. This was quantified as students' perception if the Nigerian government decides to adopt universal entrepreneurial education curriculum to compliment the available entrepreneurial

education curriculum as proposed by Bette (2012), Christian (2014) and Wu (2014) and several available governments entrepreneurial education policies.

The findings revealed that the overall government intervention programs, that is, the combination of adoption of universal entrepreneurial education curriculum and several available government entrepreneurship policies have significant contributions in enhancing students' entrepreneurial intention. The observed result in this regard conforms to the findings of earlier scholars who argues that the effective entrepreneurial education policies through several educational agencies improve the intention of populace especially students toward entrepreneurial activity engagement (Méndez-Picazo et al., 2015; Williams & Nadin, 2012). Therefore, to realize the effectiveness of entrepreneurial education on intention to become entrepreneurs, the intervention of government entrepreneurial policies should encourage and supports entrepreneurship coupled with the adoption of universal entrepreneurial education curriculum, should be put in place and properly implemented.

Meanwhile, despite the significant effects presented by the analysis result, it was also observed that the students perceived the intervention of government to be counterproductive, this is due to the negative significant result observed from the analysis. This implies that the available intervention programs have some negative effects on students' entrepreneurial intention. Relating this phenomenon to conclusion from earlier studies, such as that of Harding (2011) and Xheneti and Smallbone (2008) noting that government intervention could be a "two-edged sword" which, when,

properly crafted and implemented has the capabilities to enhance students' intention towards entrepreneurship. However, if not, it can inhibit the entrepreneurial intention among those students who have higher intentions towards entrepreneurship.

Therefore, this research thus empirically confirmed that the low level of entrepreneurial activities witnessed in Nigeria ever since the implementation of entrepreneurial education in the early year 2000 is because, the available entrepreneurial intervention programs which the students perceived to have a negative influence on their intention towards entrepreneurship confirming earlier studies by (Acs & Szerb, 2007; Harding, 2011, Murdock, 2012; Williams & Nardin, 2012).

Furthermore, the individual components of the moderator (government supports and universal entrepreneurial education curriculum effects) were examined in the research model for the total sample and the sub-class based on different perceived effects of the entrepreneurial education exposure.

Starting with the overall model, the result presents that universal entrepreneurial education curriculum has a significant relationship with all types of entrepreneurial education. However, the significance was observed at different conditions. For the formal entrepreneurial education, universal entrepreneurial education has a significant relationship at 10% C.I. While, for other types of entrepreneurial education there exist significant moderating effects at 5% C.I.

The significance of adopting universal entrepreneurial education to complement the local entrepreneurial education curriculum in this study tallies with the notion argued by Bette (2012), Christian (2014) and Wu (2014) where the scholars believed that adopting universal entrepreneurial education curriculum have the tendency of enhancing students' entrepreneurial intention. Observing the result in this study with a critical view, as per the acceptance at 10% C.I., the researcher therefore concludes that the adoption of this universal entrepreneurial education curriculum is effective in a less strict environment, meaning that, universal entrepreneurial education curriculum can, in no way students' entrepreneurial intention among the samples investigated in Nigeria. Nevertheless, its adoption can expose the students to the available global opportunities as well as improve students' communication and networking in the globalized world.

Even so, the moderating results present some significant effects, the moderating effect slope obtained from the analysis result shows a negative direction. The implication of the observed phenomenon is, adopting universal entrepreneurial education curriculum to compliment the formal, informal and non-formal entrepreneurial education types will fizzle out the urge or intention of students towards entrepreneurship in Nigeria. This relates to the caution of adopting universal entrepreneurial education argued by Bette (2010), Mcneely et al. (2016) and Wu (2014) noting that there might be some potential danger in adopting universal entrepreneurial education curriculum.

Along with the moderating effects of perceived government supports on the relationship between the types of entrepreneurial education and entrepreneurial education as

presented in the research model, the results empirically show that the students investigated do not perceive the effect of the available government supports on entrepreneurship or to encourage entrepreneurial activities in Nigeria. Conferring to the arguments of Adesulu (2014), Adeyemi et al. (2012). Brand et al. (2007), Orji and Ogbunaya (2016) and Fayolle (2007) even if other factors enhance students' entrepreneurial intention, less can be achieved if effective and necessary supports from the government is not available.

As such, despite the significant relationship between entrepreneurial education and entrepreneurial intention observed in this research model, the model reveals that less entrepreneurial activities can be achieved because the support that the students' needs to gear up their intention is lacking or less available in the Nigerian context where the data were gathered.

In summary, the researcher concludes that adopting universal entrepreneurial education to complement the available entrepreneurial education curriculum is less feasible for formal, informal and non-formal entrepreneurial education in enhancing the relationship between entrepreneurial education types and students' entrepreneurial intention. Therefore, this research concludes from the effect observed from the three types of entrepreneurial education that if at all universal entrepreneurial education curriculum should be adopted, the effect can only be felt in the formal entrepreneurial education and not the other types of education. The findings in this regard attest to the conclusion by Christian (2014) who concludes that universal entrepreneurial education might be

adopted, nevertheless, the pedagogical process (formal education) must be tailored to students' needs.

The discussions cover the post-test survey where data on the independent variable, moderating and dependent variable were gathered from the respondents. The research employs government intervention as a possible moderating variable that enhance students' entrepreneurial intention irrespective of the significance of entrepreneurial education (Méndez-Picazo et al., 2015; Harding, 2011; Sautet, 2011; Williams & Nadin, 2012). The moderating variable 'government intervention' was measured by two variables, namely perceived students' perception if the Nigerian government decides to adopt universal entrepreneurial education curriculum to compliment the available entrepreneurial education curriculum Bette (2012), Christian (2014) and Wu (2014) and several available governments entrepreneurial support policies.

The findings revealed that government intervention programs as measured in this research, that is, the combination of several government entrepreneurial education policies have a significant contribution in enhancing students' entrepreneurial intention. The observed result in this regard conforms to the findings of earlier scholars who argues that the effective entrepreneurial intervention programs through several agencies improves the intention of populace, especially students toward entrepreneurial activity engagement (Méndez-Picazo et al., 2015; Williams & Nadin, 2012).

Therefore, to realize the effectiveness of entrepreneurial education on intention to become entrepreneurs, the intervention of government entrepreneurial programs not limited to, institutional policies that encourage and supports entrepreneurship coupled with the adoption of universal entrepreneurial education curriculum should be put in place and properly implemented (Adesulu, 2014; Fayolle, 2007; Kumar & Liu, 2005; Méndez-Picazo et al., 2015).

Starting with the overall model, the result presents that universal entrepreneurial education curriculum has a significant relationship with all types of entrepreneurial education. However, the significance was observed at different conditions. For the formal entrepreneurial education, universal entrepreneurial education has a significant relationship at 10% C I. While, for other types of entrepreneurial education there exist significant moderating effects at 5% C.I.

Thus, the significance of adopting universal entrepreneurial education to complement the local entrepreneurial education curriculum in this study tallies with the notion argued by Bette (2012) Christian (2014) and Wu (2014) where the scholars believed that adopting universal entrepreneurial education curriculum have the tendency of enhancing students' entrepreneurial intention. Observing the result in this study with a critical view, as per the acceptance at 10 % C.I., the researcher therefore concludes that the adoption of this universal entrepreneurial education curriculum can be effective in a less strict environment, meaning that, universal entrepreneurial education curriculum can in no way replace the localized entrepreneurial education curriculum currently offered in

Nigeria. But its adoption can expose the students to the available global opportunities as well as improve students' communication and networking in the globalized world (Wu, 2014).

Even so, the moderating results present some significant effects, the moderating effect slope obtained from the analysis result shows a negative direction. The implication of the observed phenomenon is, adopting universal entrepreneurial education curriculum to compliment the formal, informal and non-formal entrepreneurial education types will significantly reduce the urge or intention of students towards entrepreneurship in Nigeria. This relates to the caution of adopting universal entrepreneurial education argued by Better (2010), Mcneely et al. (2016) and Wu (2014) noting that there might be some potential danger 'conflict' in adopting universal entrepreneurial education curriculum.

Along with the moderating effects of perceived government supports on the relationship between the types of entrepreneurial education as presented in the research model, the results empirically show that the students investigated do not perceive the significance of the available government supports on entrepreneurship or to encourage entrepreneurial activities in Nigeria. The effects of this non-significance of perceived government intervention and little to non-entrepreneurial activities in Nigeria. Conferring to the arguments of Adesulu (2014), Adeyemi, et al. (2012), Brand, et al. (2007), Orji and Ogbunaya (2016) and Fayolle (2007) even if other factors enhance

students' entrepreneurial intention, less can be achieved if effective and necessary supports from the government is not available.

As such, despite the significant relationship between entrepreneurial education types observed in this research model, the model reveals that less entrepreneurial activities can be achieved because the support that the students' needs to gear up their intention is lacking or less available in the Nigerian context where the data were gathered.

In summary, the researcher concludes that adopting universal entrepreneurial education to complement the available entrepreneurial education curriculum is less feasible for formal, informal and non-formal entrepreneurial education in enhancing the relationship between entrepreneurial education types and students' entrepreneurial intention. Therefore, this research concludes from the effect observed from the three types of entrepreneurial education that if at all universal entrepreneurial education curriculum should be adopted, the pedagogical process as suggested by Christian (2014) should be observed and tailored to the needs of the students.

5.4 Discussion on Methodological Approach

This research adopts a two-time data collection approach to determine the change in students' entrepreneurial intention. The technique is different from the normal survey methodology where data for the dependent variable is collected once, when the researcher conducts a survey.

Obviously, using survey method to investigate the significant contribution of entrepreneurial education yielded mix evidences. As such, the perceive effects of entrepreneurial education on students' entrepreneurial intention in previous sections and most prior studies remains undefined. Therefore, to determine the effects of entrepreneurial education, different approach was employed. Using pairwise analysis to empirically verify the change in students' entrepreneurial intention, the result presents that there is a change in students' entrepreneurial intention because of entrepreneurial education. The findings in this regard thus concur with that of earlier scholars arguing that entrepreneurial education is among the factors that influence students' entrepreneurial intention such as Dogan (2015) and (Mohammed et al., 2011).

Furthermore, the result reveals that the changes in students' entrepreneurial intention because of entrepreneurial education, exposure have insignificant negative effects on students' entrepreneurial intention. Therefore, using this data collection approach, this research argues that entrepreneurial education offered at the context of this research, that is, Federal Universities in Southwestern Region of Nigeria has a negative insignificant effect on student's entrepreneurial intention. The observation in this research therefore corresponds to recent findings from Nabi et al. (2018) and Varamäki et al. (2015) concluding that the entrepreneurial education offered at higher education institutions has a higher tendency of inhibiting students' entrepreneurial intention. Also, the result obtained using the method agrees with the conclusion from the investigation made by Bae et al. (2014), Maina (2011), Liñán et al. (2018) and Lorz (2011).

Additionally, for more insights pertaining to the effects of entrepreneurial education on students' entrepreneurial intention, the researcher observed the difference in students' entrepreneurial intention before and after attending entrepreneurial education class. The difference reveals that there are three different classes of students who have different perceptions about the effect of entrepreneurial education, these are, positive, no effects and negative effects. With this, the significance of each entrepreneurial education type with moderating effects was observed.

Starting with the positive class of students, the results reveal that only formal entrepreneurial education was found to have significant contribution to the students' entrepreneurial intention. The finding in this regard presents that the formal entrepreneurial education offered at Federal universities in southwestern Nigeria does play a significant role in enhancing students' entrepreneurial intention.

The results do concur with the conclusion of earlier scholars where they unanimously agreed that entrepreneurial education taught is among the significant factors that enhance students' entrepreneurial intention. But does not furnish them with the required skills (Adelja & Arshad, 2016; Dogan, 2015; Ekpoh, & Edet, 2011; Mohammed et al., 2011).

Apparently, the insignificance result of informal and non-formal entrepreneurial education reveals that the entrepreneurial education offered is incomplete. Conferring to the arguments of Dib (1998), to realize the effectiveness of formal education, informal

and non-formal entrepreneurial education must be embedded in the formal entrepreneurial education. In this regard, the researcher concluded that these classes of students despite the positive contribution of formal entrepreneurial education to their entrepreneurial intention, on a long run, the probabilities of transitioning the intention to entrepreneurial activities are slim. The effect of the missing types of education in this study relates to the conclusion by Lorz (2011) concluding that shortly after graduation, students' entrepreneurial intention dropped.

Concerning the second class of students, the result presents that the students that falls in this group perceive no significant effects of any type of entrepreneurial education. That is, their entrepreneurial intention before and after attending entrepreneurial education class remains the same. With this, the result attests to conclusions from scholars such as Lorz (2011) and Maina (2011) where they note that entrepreneurial education offered has no contribution to students' entrepreneurial intention. One of the suggested reasons for this observation is the attitude of students towards entrepreneurial education (Adelaja & Minai, 2018). Although, this is not covered in this present research, thus, it was considered as one of the pitfalls of this research work.

Meanwhile, for the third class of students, that is, those students who perceived entrepreneurial education to have a negative effect on their intention to become entrepreneurs, the result reveals that formal and non-formal entrepreneurial education was found to have significant effects on their entrepreneurial intention. While informal entrepreneurial education was empirically found to have no significant influence on this

class of students' entrepreneurial intention. Informal education functions or objective as discussed by Apple (2001), Inbar (2003), Hargreaves (2003), Seymour (1972) and Thompson (2009) is to complement or supports formal entrepreneurial education. So, in this case whereby the significance of formal and non-formal entrepreneurial education results in a negative perception of entrepreneurial education, this implies that there is a conflict between the two types of entrepreneurial education.

Without a doubt the result observed in this regard concur with the conclusion from earlier scholars (*See*: McArdle et al., 2007; Mohammed et al., 2011, Stahl, 2015; Olorundare & Kayode, 2014). These scholars argue that entrepreneurial education fails to achieve its potential benefits because there is a missing link between the cognitive knowledge and skills gained from the institutional entrepreneurial education curriculum and the cognitive knowledge and skills needed in the society.

5.4.4 Conclusion of the Research Findings

The findings in this research reveal that entrepreneurial education has significant influence on students' entrepreneurial intention. However, students' overall entrepreneurial intention has somewhat declined after exposure to entrepreneurial education. This implies that the effects of the entrepreneurial education offered to students in the research context is questionable. The findings in this regard were in accordance with the study conducted by Oosterbeek et al. (2008) and Von Graevenitz et al. (2010) concluding that students' entrepreneurial intention somewhat decreases after taking a compulsory entrepreneurial education class in Holland and Germany.

Moreover, further investigation in this research identifies the reasons why there is a decrease in students' entrepreneurial intention after entrepreneurial education exposure. Empirical evidence from this research shows that the experiential part of the entrepreneurial education, that is, the informal and non-formal education were missing in the entrepreneurial education offered to students.

5.5 Implications of Study

The following three sections of this research detailed the research implications. The model development as well as the research findings made significant practical, theoretical and methodological contributions to students' entrepreneurial intention research.

5.5.1 Practical Implications

The entrepreneurial education conceptual model developed in this research allow scholars and practitioners to have a holistic view of how and what types of entrepreneurial education is available in the current curriculum and the type(s) that is missing. Hopefully, the entrepreneurial model developed in this research will guide and assist higher education institution managements, policy makers and the entire stakeholders understand the entrepreneurial needs so that the cognitive skills gained via entrepreneurial education can tally with that which is needed in the society. The balancing of knowledge gained and knowledge needed is achieved by investigating the theoretical (formal) entrepreneurial education type and the experiential (informal and non-formal) entrepreneurial education types.

In addition, the model developed based on entrepreneurial education types present that the current entrepreneurial education which the students are exposed to is theoretically oriented. Meanwhile, the society demands more experiential knowledge. As such, to fulfill the societal demands, the researcher opined that students whom are enrolled in the entrepreneurship education class needs more of society or experiential learning.

Furthermore, the implication of this research is that the significance of the available government intervention programs was unearthed. The research empirically shows that the several government intervention programs were significant, but in a negative way. Hence, this research highlights the needs of government through several educational agencies to revisit and examine the available entrepreneurial intervention programs and tailor it to meet the societal and students' needs.

5.5.2 Theoretical Implications

The findings in this research reveal some theoretical implications. In this research it was observed that arguments of several scholars pertaining to the positive, negative and no contribution of entrepreneurial education hold (Adelja & Arshad, 2016; Dogan, 2015; Ekpoh &Edet, 2011; Lorz, 2011; Maina, 2011; McArdle et al. 2007; Mohammed et al., 2011; Nabi et al., 2018; Stahl, 2015; Varamäki et al., 2015).

However, in this research, the types of entrepreneurial education that led to these conclusions which was not found in earlier literatures were revealed. These point out to the weaknesses of earlier investigations examining the contribution, significance or

influence of entrepreneurial education on intention to become entrepreneurs using survey methodology. Further theoretical implications of this research are further discussed based on the classes of students pertaining to their perceived effects of entrepreneurial education exposure on their entrepreneurial intention

i. Positive contribution: using the theory of planned behavior, scholars such as Adelja and Arshad (2016), Farouk and Ikram (2014), Mangasini (2015) and Okon (2015) argues that entrepreneurial education is a vital factor that enhance intention of students towards entrepreneurship. This notion was upheld in this research, however, using the model developed, the research concludes that only formal entrepreneurial education types are responsible for this argument.

ii. Meanwhile, concerning the negative effects of entrepreneurial education as argued by Maina (2011), Lorz (2011) and Velásquez et al. (2018), the result obtained using the developed model reveals that two types of entrepreneurial education are presented. These are formal and non-formal entrepreneur education. Theoretically, this research argues that these two types of entrepreneurial education were mismatched or misaligned therefore, causing conflicts pertaining to the knowledge of entrepreneurship via formal and non-formal entrepreneurial education exposure.

iii. The last class of students shows no effect of entrepreneurial education on their intention towards entrepreneurship. From this class of students, none of the entrepreneurial education types were found to have a significant effect on their entrepreneurial intention.

Furthermore, the theoretical implication of this study is model verification pertaining to the amalgamation of the fragmented entrepreneurial education types that have led to the perceptions or conclusions that entrepreneurial education is a complex construct which have different effects in different contexts.

The notion of complexity of entrepreneurial education as a result of examining entrepreneurial education in a fragmented form or as a single construct have preempts scholars to conclude the effects of entrepreneurial education. Hence, generating a continuous mix evidence. This issue was overcome in this research by developing a generic model that classifies the several fragmented forms of entrepreneurial education into three basic types namely formal, informal and non-formal entrepreneurial education.

With the model developed in this study, it is believed that scholars can easily identify which of the entrepreneurial education types is missing in the entrepreneurial education curriculum implemented in several contexts and perhaps observe similar results in different contexts.

Pertaining to the theory used in this research, the findings add to the growing body knowledge that categorize entrepreneurial education as a psychological factor which have the capacity to influence or alter change in individual's psychological state. Therefore, confirming and validating the role of theory of planned behavior as a solid theory in examining the influence of entrepreneurial education on students' entrepreneurial intention.

Despite this, it is concluded that theory of planned behavior failed to capture the effect of entrepreneurial education on students' entrepreneurial intention. Therefore, this theory might not be suitable for experimental investigation using single sample or making a pairwise comparison.

5.5.3 Methodological Contribution

The methodological approach employed in this research expose the pitfalls of earlier studies examining the contribution of entrepreneurial education to entrepreneurial intention among students exposed to entrepreneurial education. It was observed that entrepreneurial education findings revolve around three arguments, that is, it either has a positive, negative or no effects on students' entrepreneurial intention. However, using this methodological approach, it was revealed the earlier findings despite their pitfalls are relevant in the sense that entrepreneurial education was found to have the three different effects on students.

Despite the relevance of earlier studies, the methodological approach employs in this research thus reveal that earlier studies do not give detailed information on the effects of entrepreneurial education on students' entrepreneurial intention. By employing the pre-and-post-test or pairwise methodology, the real effect of entrepreneurial education was revealed.

5.6 Limitation and Future Research

Despite the robust method employed and the discoveries made in this research, there are some limitations that might hinder the generalizability of this research findings. These are:

i. Culture: Culture had been argued by earlier scholars to be among the major influencing factors of students' entrepreneurial intention. Culture as an independent variable or moderating variable is not considered in this research because, the short time duration between the pre-and-post-test investigations might not be sufficient enough to examine the significant change in culture.

ii. Students' attitude towards Entrepreneurial Education: Despite the significance and effects of entrepreneurial education were determined in this research, one of the suspected factors which might influence the result is examining the students' attitude towards entrepreneurial education subject itself.

iii. Entrepreneurial Intention between Genders: This research fails to capture the intention difference between gender before and after exposure to entrepreneurial education.

iv. Contrary to the expectation of the outcome of the students' entrepreneurial intention after exposure to entrepreneurial education, the researcher suggests other form of data collection method, specifically the use of the interview methodology to have a deeper insight on the effect.

Methodologically, the researcher urges future scholars to apply Bell (2012) process model of evaluating education to examine where the point at which the students' entrepreneurial education starts to decline and not just pre-test and post-test methodology employed in this current research.

Based on the results of the analysis, the researcher recommended that government intervention program examples of which is not limited to policies should enforce the higher education management to introduce back programs that will expose students to societal education. The researcher described societal education as education that exposes the students to the reality in the society.

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5.7 Conclusion

The findings from this present research support the stance that entrepreneurial education has significant influence on students' entrepreneurial intention. Furthermore, the findings in this research present that entrepreneurial education has negative insignificant effects on the intention of students towards entrepreneurship.

Further findings from this research reveals from the difference in students' entrepreneurial intention after and before exposure to entrepreneurial education that the effects of entrepreneurial education on students' entrepreneurial intention can be clustered into three classes namely: positive, negative and no effect. The analysis result of this research presents for the positive class, only formal entrepreneurial education class has a significant relationship with students' entrepreneurial intention. Meanwhile, the negative cluster present formal and non-formal entrepreneurial education have a significant relationship with students' entrepreneurial intention. For the third cluster of students, none of the entrepreneurial education types were found to have a significant relation to students' entrepreneurial intention.

In addition, this research concluded that the combination of well-crafted, diverse government intervention programs has the ability to enhance students' entrepreneurial intention. Meanwhile, the samples examined do not perceive the available entrepreneurial support from the federal government to have a positive significance contribution on their intention towards entrepreneurship. More so, the sample surveyed

believed adopting universal entrepreneurial education syllabus will dampen students' entrepreneurial intention.

Concerning the mix evidences concluded from prior studies, this research concludes that the methods adopted by earlier scholars are not detailed enough to make a verdict on the contribution that is, the effectiveness and the significance of entrepreneurial education on students' entrepreneurial intention. Therefore, the researcher concludes that employing the model developed coupled with the methodologies will assist researchers to identify the perceived the missing entrepreneurial education types in the entrepreneurial education curriculum adopted in their context.

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